REPORT RESUMES

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THE BUCK HILL FALLS REPORT, THE CHANGING NATURE AND SCOPE OF THE SCHOOL AND LIBRARY MARKET. ARE NEW MARKETING TECHNIQUES NEEDED. A CONFERENCE SPONSORED BY THE SCHOOL AND LIBRARY PROMOTION AND MARKETING COMMITTEE (BUCK HILL FALLS, APRIL 27-29,1966).

BY- SCRIBNER, CHARLES, JR.

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PUBLISHERS, LIBRARIANS, AND EDUCATORS MET TO DISCUSS THE CURRENT SCHOOL AND LIBRARY MARKET FOR BOOKS AND OTHER INSTRUCTIONAL MATERIALS IN AN EFFORT TO INCREASE UNDERSTANDING OF THEIR RESPECTIVE ROLES IN MEETING THE GREATER DEMANDS MADE UPON THEM BY THE ADOPTION OF IMPROVED EDUCATION AS A NATIONAL POLICY. AFTER AN EXAMINATION OF FEDERAL EDUCATIONAL LEGISLATION AND ITS IMPLICATIONS FOR THE PUBLISHING INDUSTRY, THE ECONOMICS AND FINANCING OF THE SCHOOL AND LIBRARY MARKET ARE DISCUSSED, BEGINNING WITH AN ADDRESS ON LIBRARY EXPENDITURES FOR PUBLISHED MATERIALS, FOLLOWED BY REACTION FROM THE PUBLISHING INDUSTRY AND PANEL COMMENTS REPRESENTING SCHOOL, COLLEGE PUBLIC LIBRARY, WHOLESALER, PAPERBACK PUBLISHER, AND DIVERSIFIED PUBLISHER VIEWPOINTS. CRITICAL PUBLISHING DECISIONS ARE ANALYZED WITH SPECIAL REFERENCE TO CHILDREN'S ADULT AND PAPERBACK BOOKS AND TO THE COLLEGE, SCHOOL AND SCHOOL LIBRARY MARKET. A PAPER ON THE PROFESSIONAL RESPONSIBILITY FOR BOOK SELECTION OPENS THE SESSION ON THE RELATIVE EFFECTS OF PROMOTION AND MARKETING UPON BOOK SELECTION, FOLLOWED BY COMMENTS ON FIVE ASPECTS OF PROMOTION--SPACE ADVERTISING, BOOK REVIEWS, EXHIBITS AND MEETINGS, CATALOGS AND DIRECT MAIL, AND PUBLIC RELATIONS. THE CHANGES IN BOOK DISTRIBUTION TO SCHOOLS AND LIBRARIES ARE CONSIDERED, AND THE CONFERENCE CLOSES WITH AN APPEAL TO PRODUCE QUALITY MATERIALS FOR EVERY CHILD. HARD COPY OF THIS DOCUMENT IS AVAILABLE FROM THE AMERICAN BOOK PUBLISHERS COUNCIL, INC., ONE PARK AVENUE, NEW YORK, N.Y. 10016. (JB)

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THE BUCK HILL FALLS REPORT

The Changing Nature and Scope
of the
School and Library Market

Are New Marketing Techniques Needed?

AMERICAN BOOK PUBLISHERS COUNCIL, INC.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE BUCK HILL FALLS REPORT

THE CHANGING NATURE AND SCOPE OF THE SCHOOL AND LIBRARY MARKET

Are New Marketing Techniques Needed?

a conference sponsored by
the School and Library Promotion
and Marketing Committee
April 27-29, 1966
Buck Hill Falls, Pennsylvania

AMERICAN BOOK PUBLISHERS COUNCIL, INC.
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A conference on the school and library market for books and other instructional materials was sponsored by the American Book Publishers Council, under the auspices of the School and Library Promotion and Marketing Committee, from April 27 to April 29, 1966, at Buck Hill Falls, Pennsylvania. Since that time the presidency of the Council has passed from Raymond Harwood to me, and I welcome this opportunity to greet you and introduce the proceedings of that conference.

Now that we have had an opportunity to look back and evaluate the results of the conference, we at the Council feel that this was a particularly effective and significant gathering of publishers, librarians, and educators. The mutual benefit gained from this exchange of ideas has led to an increased understanding of our respective roles in the country's attempt to provide better and more accessible education for all its citizens. The conference discussions have helped the publishing industry determine what new steps should be taken to meet the great demands being made upon it by the increasing national support for educational endeavors.

As we wished to present these proceedings as accurately as possible and maintain the relationship of the various topics, one to another, no attempt has been made to update the material. One of the main purposes in publishing the proceedings in somewhat abbreviated form is to provide certain background and documentary material for a follow-up conference relating to the same general subject which the Council plans to call in the near future.

We are particularly grateful to our guests from the school and library fields, including the federal government, who talked with us about the ways in which books and other materials would be selected, purchased, and used. The information in this report will be helpful to those individuals making crucial decisions in publishing houses, schools, and libraries.

We wish to express our deep appreciation to Victor I. Bumagin of The Macmillan Company, chairman of the School and Library Promotion and Marketing Committee, who was the architect of this conference; to Margaret Ann Heidbreder and Virginia H. Mathews of the reading development staff of the Council; to Robert W. Frase, senior associate managing director of the Council; and to Mr. and Mrs. Henry Toy, conference coordinators. Our gratitude goes, too, to all the participants, who helped to make the Buck Hill Falls conference one of the most effective meetings the Council ever held.

Charles Scribner, Jr.
President
American Book Publishers Council

June, 1967

CONFERENCE PROGRAM

The conference has been planned and executed primarily
by the members of the

SCHOOL AND LIBRARY PROMOTION AND MARKETING COMMITTEE
of the
American Book Publishers Council, Inc.
1965-66

Chairman:
Victor I. Bumagin - The Macmillan Company

Louis Auerbach - The Dial Press, Inc.
Frederic S. Cushing - The Glencoe Press
Elizabeth A. Geiser - R. R. Bowker Company
Hubert A. Johnson - J. B. Lippincott Company
Hugh Johnson - C. S. Hammond & Company
Julien D. McKee - Dodd, Mead & Company
Dominic Salvatore - Fawcett Publications, Inc.
Robert M. Silver - The Viking Press, Inc.
Robert J. Verrone - Prentice-Hall, Inc.

The members of the committee have been supported and helped greatly by the members of the Steering Committee for the conference, which includes Mr. Bumagin and the following chairmen of other Council committees:

Paperbound Committee - Pyke Johnson, Jr.
Doubleday & Company, Inc.

Marketing Committee - Harold W. McGraw, Jr.
McGraw-Hill Book Company

Committee on Reading Development - Arthur H. Thornhill, Jr.
Little, Brown and Company

April 27, 1966

FIRST SESSION[1]

LUNCHEON MEETING

Presiding: Raymond C. Harwood, President, American Book Publishers Council

Introductory Remarks: Dan Lacy, Managing Director, American Book Publishers Council

Address: "Implications of Federal Educational Legislation for the Publishing Industry"

Albert L. Alford, Assistant Commissioner for Legislation, Department of Health, Education and Welfare

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[1] The professional affiliations given were current in April, 1966. Where these have changed, a footnote giving the new affiliation, as of June, 1967, has been provided on the first page of the conferee's remarks.

April 27, 1966

SECOND SESSION

Topic: "The Economics and Financing of Approaches to the School and Library Market"

Presiding: Robert W. Frase, Associate Managing Director, American Book Publishers Council

Address: "Looking Ahead at Library Expenditures for Published Materials"

Frank L. Schick, Coordinator, Adult and Library Statistics, National Center for Educational Statistics

Reactor: Alfred C. Edwards, President, Holt, Rinehart and Winston, Inc.

Panel:

"School Market" - Cora Paul Bomar, Supervisor, School Library Services, North Carolina State Department of Public Instruction

"College Market" - Frederick H. Wagman, Director, University of Michigan Libraries

"Public Library Market" - John Ames Humphry, Director, Brooklyn Public Library

"Wholesalers" - Albert P. Mitchell, Sales Manager, Campbell & Hall, Inc.

"Paperback Publishers" - Marc Jaffe, Vice President and Editorial Director, Bantam Books, Inc.

"Diversified Publishers" - Frederic S. Cushing, Vice President and Director, Corporate Marketing Services, Holt, Rinehart and Winston, Inc.

Discussion: Questions from conferees

April 27, 1966

THIRD SESSION

Topic: "Critical Publishing Decisions"

Presiding: Jeremiah Kaplan, President, The Macmillan Company

Panel:

"Children's Books" - Elizabeth M. Riley, Senior Vice President, Thomas Y. Crowell Company

"Adult Books" - James Silberman, Executive Editor, Random House, Inc.

"Paperback Books" - Freeman Lewis, Executive Vice President, Pocket Books

"College Market" - Frederick H. Wagman, Director, University of Michigan Libraries

"School Market" - George R. Reynolds, Director of Curriculum, Scarsdale Public Schools, New York

"School Library Market" - Cora Paul Bomar, Supervisor, School Library Services, North Carolina State Department of Public Instruction

Dialogue: Among panelists

Discussion: Questions from conferees

April 28, 1966

FOURTH SESSION

Topic: "Relative Effects of Promotion and Marketing upon Book Selection"

Presiding: Victor I. Bumagin, Vice President, The Macmillan Company

Address: "Professional Responsibility for Book Selection"

Professor Mary V. Gaver, Graduate School of Library Services, Rutgers University, and President-elect of the American Library Association

Reactors:

"Space Advertising" - Elizabeth A. Geiser, Sales Manager, R. R. Bowker Company

"Book Reviews" - Marie A. Davis, Coordinator of Work with Adults and Young Adults, Free Library of Philadelphia

"Exhibits and Meetings" - Thomas J. McLaughlin, Director, The Combined Book Exhibit, Inc.

"Catalogs and Direct Mail" - Robert J. Verrone, Director, Library/Bookstore Division, Prentice-Hall, Inc.

"Public Relations" - Ray M. Fry, Coordinator, Educational Relations, Field Enterprises Educational Corporation

April 28, 1966

FOURTH SESSION (Cont.)

Panel:

"Title I (ESEA) Administrator" - Louis A. Dughi, State of New Jersey

"Title II (ESEA) Administrator" - Cora Paul Bomar, Supervisor, School Library Services, North Carolina State Department of Public Instruction

"Curriculum Coordinator" - George R. Reynolds, Director of Curriculum, Scarsdale Public Schools, New York

"School Libraries" - Richard L. Darling, Assistant Director, Department of Instructional Materials, Montgomery County Public Schools, Maryland

"Public Libraries" - Mary H. Dana, Assistant Chief of Circulation, The New York Public Library

"College and University Library Specialist" - Theodore Samore, College and University Specialist, Library Services Branch, United States Office of Education

Discussion: Questions from conferees

April 28, 1966

FIFTH SESSION

Topic: "Inevitability of Change in Distribution of Books to Schools and Libraries"

Presiding: Harold W. McGraw, Jr., Executive Vice President, McGraw-Hill Book Company

Address: "Some Changing Methods of Acquisition in Evidence"

Walter W. Curley, Director, Suffolk Cooperative Library System, New York

Reactors:

"Direct Selling" - Theodore Waller, President, Grolier Educational Corporation

"Wholesaling" - Carl B. Hansen, National Sales and Promotion Manager, The Baker & Taylor Company

"Service Considerations" - The Reverend Alvin Illig, Executive Manager, Paulist Press

"Processing" - Arthur Brody, President, Bro-Dart Industries

"Paperback Distribution" - John P. R. Budlong, President, The New American Library, Inc.

Panel:

"School Libraries" - J. Fyle Edberg, Director of Library Services, Norwalk Community College

"Public Libraries" - Avis Zebker, Coordinator, Book Order Department, Brooklyn Public Library

Discussion: Questions from conferees

April 28, 1966

SIXTH SESSION

BANQUET

Presiding:	Theodore Waller, President, Grolier Educational Corporation
Address:	"We Must Cooperate in Producing Quality Materials for Every Child" Bernard E. Donovan, Superintendent, New York City Public Schools

FOREWORD

Increased use of general books in schools and libraries of all kinds at all levels of education, and increased funds available for their purchase--especially monies from the Elementary and Secondary Education Act of 1965, the Library Services and Construction Act, and the Higher Education Act--prompted the Council to call an important school and library marketing conference. Of particular concern were recent and future developments in the institutional market which have implications for those who create and supply instructional materials of all kinds, especially books.

The program for this conference was planned primarily for heads of houses and other senior officers, including financial experts. It seemed important for the industry to take a careful look at the sources and volume of its income from schools and libraries and its expenditures--in a variety of ways--to sell and promote in that market. We attempted to build this program in such a way that each conferee could relate the information offered to his own list, regardless of its nature and size.

Our guests, prominent librarians and other educators from across the country, traveled to Buck Hill Falls to share with us their enthusiasm for, and concerns about, providing books for all segments of the population. They were invited to represent various facets of the market and diverse points of view. Many have said that they welcomed this opportunity to discuss with publishers changes in the selection, acquisition, and use of books because they thought that publishers might not be fully aware of the implications therein for editorial and production programs, as well as methods of promotion and distribution. I am sure that their remarks have been carefully considered and much appreciated.

Although the School and Library Committee began to plan this conference in late 1965, it was, in a sense, a natural follow-up for our conference on "Books in the Schools" at Arden House in February, 1961. At that time we were concerned with exploring the nature of the curriculum and the kinds of library programs which fully utilized general books. At Buck Hill Falls we were more concerned with the ways in which publishers can present their books to this market and the amounts of time, money, and personnel that are required to do so effectively. Between these two important meetings a large body of education and library legislation was enacted which has had a tremendous effect--in schools, in libraries, and within publishing houses. Part of our purpose at the Buck Hill Falls conference was to discuss this legislation and to anticipate ways in which it and future legislative acts will affect our role in the total process of education. No publisher, I suspect, would say that he knows all he needs to know about school and library purchase of books, and thus I presume that many were motivated to come to this meeting to learn what kinds of market research are possible and are being carried on.

The increase in school and library resources for book purchases and the new kinds of uses of books in the schools present a great opportunity for publishers. More importantly, they present a great challenge. To develop and provide the quantity and variety of new materials needed, to promote them responsibly in ways that help librarians and educators to make informed selections, and to cooperate closely with librarians and educators in meeting their needs for libraries and supplemental books will place heavy demands on the professional skills of the industry. We sincerely believe that this conference represents another milestone in that long cooperation.

Dan Lacy[1]
Managing Director
American Book Publishers Council

October, 1966

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[1] As of 1967: Senior Vice President, McGraw-Hill Book Company.

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THE BUCK HILL FALLS REPORT

THE CHANGING NATURE AND SCOPE
OF THE
SCHOOL AND LIBRARY MARKET

Are New Marketing Techniques Needed?

THE CHALLENGE

WELCOME

Raymond C. Harwood, President
American Book Publishers Council
1964-1966

The improvement of school libraries and the acknowledgment of the important role they are playing in the total educational experience have always been matters of deep concern to publishers of general books. Now, as good citizens, as individual publishers, and as an industry, we must undertake self-examination to determine how we can best play our part. This is the prime purpose of this meeting, to which I welcome you on behalf of the Board of Directors and the School and Library Promotion and Marketing Committee of the American Book Publishers Council.

On February 3, 1961, educators and publishers began a three-day conference at Arden House, sponsored by the Committee on Reading Development of the American Book Publishers Council, in an effort to bring about greater mutual understanding between book publishers and representatives of the most significant force in shaping the nation's reading habits--the schools.

Another three-day conference was held in New York City in 1964, co-sponsored by the American Book Publishers Council and the American Textbook Publishers Institute, on "Functional Illiteracy." In his opening remarks to that conference, William E. Spaulding, the president of the American Book Publishers Council, said "We are recognizing the need for an effective marshaling of our publishing resources in a war on poverty which must be won with basic education as the principal weapon of attack."

This conference, then, is part of a continuing dialogue in our industry, given new meaning by the adoption of improved education as a national policy. This fact was well stated in an address by Francis Keppel, then U.S. Commissioner of Education; later, Assistant Secretary of Health, Education and Welfare; and I understand, soon to be a publisher. The address, entitled "Books Can Build Bridges," was delivered before the Book Publishing Committee for the National Center for Citizens in Education, in November, 1965. Mr. Keppel said:

"Congress has reflected the people's great expectations in the boldest sequence of acts for education in the nation's history--to bring excellence to American education--and a large share of this effort will have to come from the publishing industry."

THE KEY CHALLENGE OF CIVILIZATION

Albert L. Alford
Assistant Commissioner for Legislation
United States Office of Education

Under Title I of the Elementary and Secondary Education Act, projects indicate that administrators agree on one basic factor in education, that books must be the primary learning tool for school children; that a well-staffed library and the availability of books for classroom use should be a first order of business to improve poor schools. Recently I received a report that out of 460 approved Title I projects, 20 per cent had library components and 60 per cent had remedial-reading components. The emphasis in Title I is on basic skills. And what could be more basic to the education of the disadvantaged youngster than the improvement of his training in reading and the language arts?

Recurringly, applications to the Office of Education have expressed the need for the provision of proper reading material, including books and periodicals that will help create a desire to read. Teachers who have worked with the disadvantaged seem to feel that deprived students can only develop lasting, desirable reading habits and attitudes through reading good books--books geared to the individual student's reading speed and comprehension. For this reason, Title I funds have created a special book market for disadvantaged children.

Turning to Title II of the Elementary and Secondary Education Act, I can now report that 20 states have already committed at least two-thirds of their allotment to the purchase of school library resources. In addition, 42 states have shown great interest in establishing long-range objectives. The development of state plans has led to surveys of school library resources, revision of standards for materials, and the employment of professional supervisors to work with teachers and librarians in selecting and using quality materials. Moreover, some states are establishing regional centers where teachers may go to select and evaluate teaching materials.

Through this program we hope to continue the emphasis on good school libraries, on varied resources for children, and on adequate facilities for individual research and study. This title, therefore, holds one of the basic keys to upgrading school standards.

Title III has predictably received applications emphasizing better library resources for school children. Community school libraries are being established. One project in Deer, Arkansas, plans to collect data for just such a community school library in rural Arkansas, which will include a materials center, study laboratory, and a reading center. Other planning projects, such as the survey of resources and needs in San Jose, California, reflect an emphasis on educational-material needs that will again lead to a greater demand on the publishing industry.

Title V, although primarily providing for the strengthening of state educational agencies, has fostered projects which will also strengthen school library resources. Regional conferences of states are for the first time bringing educators together for the express purpose of planning for better instructional materials in their schools.

It is significant to note that 23 per cent of the total approved projects to date, accounting for more than $3 million, emphasize plans to improve instructional services to local educational agencies. The State of Texas alone is spending more than $40,000 to hold a national conference on instructional materials for personnel from state departments of public instruction. In addition, Title V funds may be provided to state departments of education for publication and distribution of curricular materials collected and developed at curriculum research centers and elsewhere.

These interstate and intrastate projects undoubtedly hold future significance for the publishing industry. As states continue to strive for higher educational standards and better opportunities for the children in their schools, the demand for quality library resources and other instructional materials will grow.

I have reserved for last my comments on Title IV, which funds research centers and educational laboratories. I have done so because I feel that any prophesies concerning the impact of new educational programs on the publishing industry must be directly related to Title IV. The educational labs that are being established with the cooperation of local schools, colleges, and universities and state departments of education will develop concepts of instructional media and method beyond the scope of our now-limited experiences and imagination.

The centers for research and development on such topics as educational differences will call for innovative approaches to independent and classroom study. Burgeoning research findings will result in new kinds of textbooks, library resources, and other instructional materials.

As for future trends under the Elementary and Secondary

Education Act, there will be an expansion of the special book market for disadvantaged children. Books and instructional materials which teach reading to overcome cultural lags among disadvantaged children will be developed rapidly. Projects will be initiated to provide disadvantaged children with books which will become their personal property and will be geared to them in terms of actual experiences and levels of skill. Libraries and classrooms will need an abundance of supplemental books for the disadvantaged for use at school and on easy loan. Publishers and individual state departments of education will be called upon for lists of new books geared to the reading level and interests of educationally deprived pupils. Reading materials centered on the cultural background of the city will be in demand. Diversification will be the goal for any reading materials used in the classroom.

I can also foresee a twofold development emanating from Titles II and III of the Elementary and Secondary Education Act. Title II is presently trying to bring libraries and textbook programs up to standard. This is a tremendous job, and at the present rate of expenditure it will take twelve and one-half years to reach this goal for libraries alone. While the gap exists, Title II will be aimed primarily at library book needs. However, we foresee an increasing parallel growth of the systems approach to learning, now being explored under Title III. This concept involves kits of educational materials, which would include a textbook, audio-visual materials, and even computerized data. Supplementary educational centers would have computers that could store large amounts of factual data for ready availability to the student. These kits would contain instructions for retrieving the information and facts necessary for a particular course of study. A further application of the computer would produce personally designed instructional resources for each child. It is conceivable that a child could be described to the computer and the computer could then design the best program under which the child could learn.

Title III is already funding computer centers in New York, Illinois, and Colorado, which are experimenting with these systems-approach ideas. As the systems approach to learning continues, book publishers will have a totally new avenue to follow. A new team may soon be formed, with the programmer joining the publisher in producing educational kits which will include books, slides, maps, and even punch cards.

Title II of the Higher Education Act will place $35.3 million at the disposal of college and university libraries for books, periodicals, documents, magnetic tapes, records, and audio-visual materials as well as for librarianship training programs and research and demonstration projects relating to libraries and the training of library personnel.

The Medical Library Assistance Act of 1965, which will become operational pending passage of a $4 million supplemental appropriation, will strengthen health-science libraries throughout the country. Programs under this act will support library construction, the improvement and expansion of basic library resources, and research and manpower development. Grants under this program will be related to the annual operating expenses of the libraries and will decrease regularly over a five-year period. In this manner, it is hoped that federal funds will make a significant impact on the acquisition of basic library materials while encouraging increased support of libraries by parent institutions.

The outlook for library acquisitions through these programs points, first, to the purchase of basic library references and other resources in an effort to help libraries catch up with standards and, second, to the modernization of library collections and processing to include information storage and retrieval systems utilizing technological advances to the fullest extent. We have in these programs, also, the element of research and new sources of knowledge growing from this research. All of this means books and more books to keep professionals aware of developments in their field.

Other recent legislation will serve to stimulate private, local, and state school and public libraries in a manner unimagined by industry. Requests from local educational or poverty projects will generate a demand for all kinds of materials in occupations, technology, commercial sciences, the humanities, English as a second language, and other diverse areas of study.

The preceding ideas should indicate the vast horizons before the book publishing industry. Your industry has attained a high rate of growth, and there is every reason to believe that this growth will continue and be augmented. Working together, we can achieve tremendous results; working at odds with each other, we can create disorganization and a waste of time and money.

The future of your industry is bright. Your principal problem seems to be one of staying ahead of the demand for your product, an enviable situation. It is very difficult to try to imagine either the size of the publishing industry or its composition in ten years. Ahead of you is a time of expansion and broadening into new fields. This expansion will carry forth new ideas and new educational demands. I hope that in the future we will be able to work with you in furnishing high-quality education for all.

Though the future is bright, we are presently faced with a problem that can only be solved by prudent restraint by both government and business. While the economy rolls forward at high capacity, we are faced with the additional demand created by the war in Vietnam. The path between full capacity output and inflation is a very narrow one. Restraint and care must be taken by all parties.

Your industry is being pushed by high demand. This pressure is partially due to a channeling of funds into a narrow sector of the industry: elementary and secondary school library books and books for the disadvantaged. We hope that you will be able to produce these books at constant prices. Both the Congress and the President have voiced concern over this matter. We urge that during this time of excess demand every step be taken to increase efficiency and attain economical production techniques.

In testimony for the Higher Education Act the Congress was informed that price decreases might be expected from increased-volume business. We hope that this trend becomes apparent. If it does, we feel confident that additional expenditures will be forthcoming, as we would have before us a noninflationary avenue to attaining a goal of the Great Society.

In the months to come, we will continue our efforts to attain balanced growth. This objective will call for planning by business and government. By combining budgeting and planning in the federal government, we hope to bring more realism to planning and more foresight to budgeting. I hope that in the future we will be able to show you in more detail the type of expenditures which we would like to make and have you estimate realistically what you can produce. By working together closely, we could fill the present gaps in library resources and textbooks without running the danger of creating excess demand. Balanced growth would then become more of a reality.

The publishing industry has before it challenges faced by no other industry. Imagination and innovation are its most precious assets for the long run. It faces a demand with seemingly no end. It is involved in the key challenge of civilization--the challenge of bringing education to the people. The industry faces a short-term problem of satisfying the needs of the nation without contributing to inflation. By planning and concentrating on efficiency, you will meet this challenge and thereby help lay the groundwork for future expansion in your sector of the economy, which will be of benefit to all.

ECONOMICS AND FINANCING

LIBRARY EXPENDITURES FOR PUBLISHED MATERIALS: PAST, PRESENT, AND PROJECTED*

Frank L. Schick[1]
Coordinator, Adult and Library Statistics
National Center for Educational Statistics
United States Office of Education

The year 1965 will long be remembered as a legislative landmark in recognition of the educational mission of libraries and publishing. President Johnson summarized the country's attitude when he said early in April of 1966:

> We can take justifiable pride in our tradition of libraries that are well supplied and well used. But we must redouble our efforts to bring the excellency of books and the benefit of knowledge to more and more Americans. Today's libraries can be the bedrock of education for all citizens. Their resources provide the means to help break the shackles of deprivation.[2]

In 1956 Congress passed the Library Services Act (P.L.

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*Charts and tables referred to in the following text appear on pages 17 through 34.

[1] As of 1967: Director, School of Library and Information Science, The University of Wisconsin--Milwaukee.

[2] From the President's statement launching the ninth National Library Week observance, Johnson City, Texas, April 15, 1966.

84-597). At first this legislation authorized payments to the states for the extension of public library service to rural areas which were without such service or which had inadequate service. The law was amended to provide such service to all parts of the country and then enlarged to grant funds for the construction of such facilities.

Tables 1 and 2 and Chart A indicate the total annual expenditures of this grant program and the expenditures for books and library materials. In 1957 all levels of government spent for library materials just over $2 million; a decade later nearly $29 million is spent for this purpose. Chart A-1 and Table 2 demonstrate the pump-priming quality of this law, which requires matching funds from state and local sources. Funds are allotted to the states in proportion to their population and matched by the states in proportion to their per capita income.

The Elementary and Secondary Education Act of 1965 (P.L. 89-10) authorizes through the provisions of Title II $100 million for the acquisition of school library resources as well as printed and published instructional materials. Title I of this law, "Improvement of the Education of Children of Low Income Families," as well as Title III, "Supplementary Educational Centers and Services," also permit the purchase of library materials. The purpose of the act is to improve and strengthen educational opportunities in all elementary and secondary schools. Title I could include provisions for school library materials and resources, study centers, reading motivational activities, and tutoring centers. Title III projects may use the resources of museums, public libraries, and theaters to serve as models for school programs, to upgrade and enrich instruction, and to innovate services. It seems possible that in FY 1966 these three titles may approach $200 million to $300 million in textbook and library materials expenditure.

Under provisions of Title II all fifty states, the District of Columbia, and the Virgin Islands have submitted plans. Forty-three of the plans have been approved, involving grants totaling $88.7 million. Almost 43 million students and 1.7 million teachers are expected to benefit. In the plans approved so far major emphasis is given to the purchase of school library resources, including books, periodicals, and audio-visual materials.

Eight of the states are spending their entire allotments on library resources, 22 states are spending at least 75 per cent, and 34 are spending at least 50 per cent. Instructional materials, including maps, globes, periodicals, documents, magnetic tapes, phonograph records, and other printed and published materials, are given more emphasis than textbooks.

Twenty-nine states restricted funds for other instructional materials to 25 per cent of the total allotments or less. Twenty state plans ruled out the purchase of textbooks this school year, specifying all their allotments for library resources and instructional materials, and 33 states limited textbook expenditures to not more than 15 per cent of the total allotment.

The Higher Education Act of 1965 (P.L. 89-329) authorizes, through the provisions of Title II-A, $50 million for the purchase of library materials by academic institutions, and under Title II-C, from $5 million to $7.7 million for the Library of Congress. Expenditures for FY 1966 are expected to be considerably below authorization and for FY 1967 possibly at the halfway point of the authorization. When fully funded, the grants from the federal government together with the matching provisions for educational institutions may reach a $75 million expenditure. The expenditures for the Library of Congress under Title II-C, however, will not substantially increase the purchase of American materials. Title III of this act, "Strengthening Developing Institutions," makes the sharing of library resources possible and makes libraries eligible for funding.

The Medical Library Assistance Act of 1965 (P.L. 89-291) provides, among other programs, for the establishment of branches of the National Library of Medicine and for the improvement and expansion of medical libraries. The act authorizes $3 million for this purpose annually. Appropriations for 1966 in the amount of $2 million and $2.7 million for 1967 are expected.

The National Defense Education Act, Amended (P.L. 88-665) grants, through Title III, financial assistance to strengthen instruction in science, mathematics, foreign languages, English, history, civics, geography, and economics, and permits acquisition of library materials in these subject areas. The amounts expended for library materials have to be matched on a 50-50 basis by the states. The authorization for all provisions of this title for 1966 exceeds $79 million.

Additional legislation which permits the purchase of library material is the National Foundation on the Arts and the Humanities Act of 1965 (P.L. 89-209), which permits the purchase of arts and humanities books for elementary and secondary schools and college and university libraries to upgrade their resources in the humanities.

The Economic Opportunity Act of 1964 (P.L. 88-452) has a number of provisions which will require the use and purchase of library materials. Under Title I, "Youth Programs," the Job Corps will provide training in employable skills and basic education; Job Corps libraries will assist in this program. Title II-A, "Community Action Program," includes remedial and noncurricular assistance to the underprivileged through integrated community planning. Title II-B makes funds available for adult basic education. Specially selected materials, appropriate for use with the functionally illiterate and newly literate, can be purchased with federal funds. Library materials for persons 18 years of age or over can be purchased and placed in public libraries and/or public school libraries. Title III, which combats poverty in rural areas, enables public libraries to purchase materials to service migrant families.

The Manpower Development and Training Act of 1962 (P.L. 87-415) with Amendments (P.L. 88-214 and P.L. 89-15) aims to train the unemployed for jobs. Funds can be used to purchase materials to train the vocationally and educationally deprived. Of particular importance are materials to be used in refresher and orientation courses. The Vocational Education Act of 1963 (P.L. 88-210A) permits the purchase of vocational materials by public libraries and libraries of public and vocational schools. The State Technical Services Act of 1965 (P.L. 89-182) is designed to encourage economic growth through dissemination of technical information. This act is of potential interest to publishers, but the extent of available funds is not yet known.

In summary, it is not possible at this time to evaluate the exact amount of federal funds which, as a result of the present legislation, will be available to libraries and educational institutions for the purchase of library materials. However, estimates vary between $140 million and $180 million for FY 1966.

Douglass Cater, Special Assistant to the President, in a letter of March 12, 1966, supplied the following information:

> During FY 1967, federal grants specifically earmarked for the purchase of books and library materials will exceed $140 million.
>
> Students in elementary and secondary schools will be using $105 million worth of textbooks, library books, and other library materials.
>
> Libraries serving students and faculty of colleges and universities will receive $25 million under Title II of the Higher Education Act.
>
> The Library of Congress will receive $3 million to aid in the acquisition of materials in providing bibliographic information.
>
> Of the $27 million available to public libraries, approximately $6 million in federal funds will be used to purchase books and other published materials.

Expenditures for FY 1967 will probably increase by an additional $25 million. Combined with varying matching funds, the total book and library materials expenditure related to the grant programs for 1966 may be just below $200 million during FY 1966 and approach $240 million during 1967.

The Growing Expenditures, Needs, and Cost of Library Materials

In 1961 federal expenditures for library materials came to $2.8 million; combined with the required matching funds, the total amounted to $7.8 million. A substantial change occurred by 1965, when federal expenditures exceeded $6.3 million, and combined with matching funds, the total reached $28.8 million. Although these amounts seem large, they represent only about 10 per cent of actual library budgets, as shown in Table 3. The total library resources expenditure for 1963-64 approaches $230 million, as shown in Table 3, on the assumption that nonpublic schools spend about 10 per cent of public school expenditures.

Projections to 1974-75 for public school, college, university, and public libraries are given in Tables 4, 5, and 6 and Charts B, C, and D. A summary of budget data for library materials is shown in Table 7, indicating that under normal conditions of growth the library resources budget in 1965-66 would approach $245 million; by 1969-70, $365 million; and by 1974-75, about $504.7 million.

These figures are large but can be reduced to present-day proportions if the following data are taken into consideration: In 1964 there were 40 million pupils in public schools, but 10 years later we can expect 47 million. In 1965 there were 5.3 million students enrolled in our institutions of higher learning, but 10 years later we can expect close to 9.4 million. In 1965 the total population which had or should have had easy access to public libraries amounted to almost 200 million, but population projections indicate that there will be over 222 million of us by 1975. What we are saying here in terms of population projections is not new. It is risky to the extent that it does not consider conditions of war, peace, or substantial fluctuations of economic expansion or recession.

To evaluate the needs of libraries in terms of existing standards, the American Library Association in cooperation with the U.S. Office of Education in 1965 published a study under the title National Inventory of Library Needs. Concerning library resources, the following observations were made:

> The national shortage in the number of volumes to meet ALA collection standards in public school, academic, and public libraries (for which reasonably comparable data are available) is over 390 million volumes. To buy these books would cost $1,609,000,000. . . . This would be a one-time cost to bring book collections in these three types of libraries up to ALA standards.
>
> . . . an additional cost would be required to keep up to standard. The financial support standard for books in public school libraries is for new books only. Using $6 per year per pupil[3] [would add $106 million for library resources].

Academic and public libraries would have to purchase in the neighborhood of 157 million volumes to keep up to standard after they had managed to fill their gaps.

Table 8 and Chart E illustrate these shortages. The amount of funds required to fill these gaps, according to the National Inventory, would come to about $584 million. Discussing these shortages in his introductory article, Edwin Castagna wrote:

> These are enormous figures, of course. They may frighten some of us. But it is our obligation as the people closest to the problem to say plainly what the needs are. Then we must plan to meet them. And let us remember two important facts: 1) our wealthy nation can easily contribute all that is called for and then some; 2) our national leaders look to us to tell them what we need to create libraries for a Great Society.[4]

---

[3] National Inventory of Library Needs (Chicago, American Library Association, 1965), pp. 1-2.

[4] Ibid., p. 2.

It can be estimated that because of federal legislation affecting library expenditures during the next two to three years, available funds may be doubled.

With regard to the expenditure gap of the National Inventory, the new programs and existing budgets will cover about four-fifths of the annual need to come up to standard, but the basic gap of 390 million volumes will remain. The amount of $1.6 billion will not close the volume gap because this figure was based on 1963-64 dollars and the current population. However, the cost of library materials has increased and the population expands steadily. How great the cost increase is depends on the index used. Librarians prefer to use cost indices; publishers use price-received indices. Both of these are shown in Table 9 and Chart F. They show a rise at different rates, but it should be stated that it actually costs libraries about one-third more to buy books today than it did three to four years ago. For this reason, I don't consider it safe to guess when the volume gap will be closed.

In terms of statistical projections, however, it is possible to indicate where prices would go (as shown in Table 10) if they continued their current trend. Similarly, the total population grows steadily, as shown in Chart G and Table 11. Seen from this vantage point, the opportunities to close the volume or resources gap recede into the distant future.

Conclusion

Publishing and its allied fields offer challenging opportunities for joint training and research activities with librarians, information specialists, and social science and business administration majors. Why have no attempts been made recently to bring about such training facilities? Would scholarships help? Would a publishing research organization be of assistance and use? The future for information and education materials producers, storers, and retrievers seems promising. It may be even brighter if the cooperation between prospective librarians, publishers, editors, and associated researchers would start in college.

Librarians and publishers stand at the threshold rather than the summit of the challenge to provide knowledge to all who seek it, with the greatest speed, in required quantities, at the lowest reasonable costs.

Table 1

EXPENDITURES UNDER THE LIBRARY SERVICES AND CONSTRUCTION ACT BY SOURCE OF FUNDS: Fiscal Years 1957-66

Year	Total	State	Local	Federal
1957	5,678,824	3,123,910	1,249,916	1,304,998
1958	15,290,028	7,683,517	3,176,787	4,429,724
1959	16,782,835	8,199,274	3,365,636	5,217,925
1960	19,757,172	8,820,571	4,290,375	6,646,226
1961	22,266,339	10,114,348	5,154,116	6,997,875
1962	26,418,907	11,011,354	7,559,452	7,848,101
1963	26,779,621	12,357,274	7,468,809	6,953,538
1964	27,587,111	13,375,654	7,260,409	6,951,048
1965	113,167,320	33,428,192	58,736,600	21,002,528
1966	131,244,526	37,125,255	69,511,459	24,607,812

Table 2

EXPENDITURES UNDER THE LIBRARY SERVICES AND CONSTRUCTION ACT BY CATEGORY OF EXPENDITURES: Fiscal Years 1957-66

Year	Total	Salaries and Wages	Purchase of Books and Materials	Purchase of Equipment	Miscellaneous Operating Expenses
1957	5,678,824	2,241,462	2,044,634	738,581	654,147
1958	15,290,028	7,054,069	4,924,074	1,455,146	1,856,739
1959	16,782,835	8,170,981	5,312,098	1,074,145	2,225,611
1960	19,757,172	9,389,779	6,254,271	1,210,601	2,902,521
1961	22,266,339	10,439,090	7,334,552	1,170,993	3,321,704
1962	26,418,907	12,416,773	8,808,641	1,072,979	4,120,514
1963	26,779,621	13,100,215	8,433,574	677,271	4,568,561
1964	27,587,111	13,404,868	8,532,789	700,594	4,948,868
1965	113,167,320	13,417,309	27,644,161	3,780,939	13,324,911
1966	131,244,526	69,850,027	28,906,625	3,514,411	28,973,463

Table 3

ESTIMATED LIBRARY BUDGETS FOR BOOKS, PERIODICALS, AND BINDING, 1963-64

Public Libraries	$ 65,650,000 *
College and University Libraries	74,083,000 *
Special Libraries	22,045,000 *
Public School Libraries	63,208,000 †
Total	$224,986,000

* Based on USOE surveys.

† Estimated by The Bowker Annual, 1966, page 2.

Table 4

SELECTED STATISTICS OF CENTRALIZED PUBLIC SCHOOL LIBRARIES, 1953-54 TO 1962-63 AND PROJECTED TO 1974-75

	ACTUAL				PROJECTED				
	1953-54	1958-59	1960-61	1962-63	1963-64	1965-66	1967-68	1969-70	1974-75
Number of School Systems	7,198	15,526	14,830	15,564	-	-	-	-	-
Number of Schools	128,831	82,222	102,487	83,428	-	-	-	-	-
Number of Schools with Centralized Libraries	46,880	41,463	47,546	49,158	-	-	-	-	-
Total Enrollment	27,652,365	33,716,309	35,952,711	37,252,102	40,187,000	41,700,000	43,200,000	44,500,000	47,100,000
Enrollment in Schools with Centralized Libraries	16,276,181	23,046,072	25,300,243	27,671,105	28,698,000	29,778,000	30,850,000	31,778,000	33,635,000
Number of Volumes in Schools with Centralized Libraries	72,980,942	123,231,264	143,536,332	171,585,746	184,981,000	208,708,000	233,582,000	258,500,000	320,892,000
Number of Volumes per Pupil	4.5	5.3	5.7	6.2	6.4	7.0	7.6	8.1	9.5
Expenditures for Books in Centralized Libraries	-	$36,943,016	-	$63,208,402	$71,493,000	$84,609,000	$98,453,000	$112,540,000	$148,553,000
Expenditures per Pupil	-	$1.60	-	$2.28	$2.49	$2.84	$3.19	$3.54	$4.42

Note: Number of volumes projected by use of the least squares equation and the projection of K-12 regular public day school enrollments.

Enrollment in schools with centralized libraries assumed to remain a constant ratio of K-12 from 1962-63 through 1974-75.

Expenditure for books a simple projection of increase shown between the two base-period observations: 1963-64 dollars based on the Consumer Price Index.

Table 5

SELECTED STATISTICS OF COLLEGE AND UNIVERSITY LIBRARIES, 1959-60 TO 1964-65 AND PROJECTED TO 1974-75

	ACTUAL						PROJECTED			
	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1967-68	1970-71	1974-75
No. of Libraries	1,951	1,975	1,985	2,100	2,140	2,168	-	-	-	-
No. of Students Served	3,402,000	3,610,000	3,900,000	4,200,000	4,800,000	5,300,000	5,967,411	6,922,000	7,803,000	9,387,000
Collections										
No. of Volumes, End of Year	176,721,000	189,110,000	201,423,000	214,000,000	228,000,000	241,000,000	270,000,000	304,000,000	327,000,000	368,000,000
No. of Volumes per Student	51.9	52.4	51.6	51.0	47.5	45.5	45.2	43.9	41.9	39.2
No. of Volumes Added	8,415,000	9,396,000	10,900,000	12,500,000	13,000,000	14,000,000	17,000,000	20,000,000	25,000,000	32,000,000
No. of Volumes Added per Student	2.5	2.6	2.8	3.0	2.7	2.6	2.8	2.9	3.2	3.4
No. of Periodicals Received	1,271,000	1,399,000	1,505,000	1,600,000	1,650,000	1,800,000	2,000,000	2,300,000	2,500,000	2,800,000
No. of Periodicals per Student	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.3	0.3	0.3
Operating Expenditures										
Total Operating Expenditures	$137,245,000	$158,904,000	$183,700,000	$209,000,000	$229,000,000	$275,000,000	$313,874,000	$392,525,000	$490,650,000	$667,402,000
Exp. for Books and Lib. Materials	40,760,000	40,301,000	56,400,000	65,000,000	75,000,000	91,000,000	105,078,000	135,184,000	174,889,000	246,449,000
Percentage of Oper. Exp.	29.7	30.4	30.7	31.1	32.8	33.1	33.5	34.4	35.6	36.9
Exp. for Binding	4,852,000	5,000,000	6,200,000	7,500,000	8,000,000	11,000,000	12,121,000	15,743,000	20,599,000	29,344,000
Percentage of Oper. Exp.	3.6	3.2	3.4	3.6	3.5	4.0	3.9	4.0	4.2	4.4

Note: Least squares equation used to project each line on basis of data per degree-credit opening fall enrollment.
Consumer Price Index (1963-64 = 100) applied to all dollar data for base period before projecting, which resulted in projection in 1963-64 $.
Projection of total students (degree and nondegree) on assumption that ratio of degree-credit to total will remain the same through 1974 as reported in fall, 1965.
Per student amounts in projection on basis of total enrollment. No attempt made to project number of libraries, on instructions of Dr. Schick.

Table 6

SELECTED STATISTICS OF PUBLIC LIBRARIES SERVING POPULATIONS OF 35,000 OR MORE, 1959 TO 1962 AND PROJECTED TO 1974-75

	ACTUAL			PROJECTED			
	1959	1960	1962	1965-66	1967-68	1969-70	1974-75
Number of Libraries	610	823	856	-	-	-	-
Total U.S. Population	177,830,000	180,676,000	186,591,000	194,671,000	200,212,000	205,964,000	222,273,000
Population Served by Libraries	84,167,000	112,556,000	118,094,000	123,207,000	126,714,000	130,355,000	140,677,000
Volumes, End of Year	109,379,000	130,638,000	163,269,000	220,932,000	261,297,000	303,859,000	422,519,000
Volumes per Capita	1.30	1.16	1.38	1.79	2.06	2.33	3.00
Volumes Added	8,809,000	10,502,000	12,864,000	17,189,000	20,201,000	23,398,000	32,252,000
Volumes Added per Capita	0.10	0.09	0.11	0.14	0.16	0.18	0.23
Circulation per Capita	4.63	4.04	4.44	-	-	-	-
Expenditures							
Library Materials	$24,472,000	$30,037,000	$39,542,000	$55,540,000	$66,390,000	$77,834,000	$109,736,000
Per Capita	0.29	0.27	0.33	0.45	0.52	0.60	0.78
Per Cent of Oper. Expenditures	15.0	15.1	15.6	-	-	-	-
Binding and Rebinding	3,029,000	3,364,000	4,143,000	5,276,000	6,046,000	6,859,000	9,113,000
Per Cent of Oper. Expenditures	1.2	1.7	1.6	-	-	-	-

Note: Projections of expenditures are in 1963-64 constant dollars. Base period: 1959, 1960, and 1962, including data for county libraries serving populations of under 50,000.
Projected by use of least squares equation and projection of total U.S. population. 1962 population served as a per cent of total U.S. population was used to estimate population served for the projected years.
1963-64 constant dollars based on Consumer Price Index.
No projection of circulation and total operating expenditure, since the base-period data were not provided.

Table 7

LIBRARY BUDGETS FOR LIBRARY MATERIALS AND BINDING

Projected to 1965-66, 1969-70, and 1974-75

	1965-66	1969-70	1974-75
Public School Libraries	$ 84,600,000	$112,540,000	$148,500,000
College and University Libraries	105,108,000	174,889,000	246,500,000
Public Libraries	55,500,000	77,834,000	109,736,000
Total*	$245,200,000	$365,200,000	$504,700,000

*All totals have been rounded off.

Source: National Center for Educational Statistics, USOE.

Table 8

GAP BETWEEN LIBRARY STANDARDS AND ACTUAL MATERIALS RESOURCES

(Number of Volumes in 1962-63)

	No. of Volumes in 1962-63 Academic Year	Additional Volumes Needed to Meet ALA Standards	Cost of Additional Volumes Needed
College and University Libraries	63,000,000	55,000,000	850,000,000*
Public Libraries	122,000,000	102,000,000	472,000,000*
Public School Libraries	192,200,000	233,400,000	287,000,000*

*Excluding processing costs.

Note: Academic library data applies to libraries not meeting American Library Association standards, 1962-63. Estimated shortages are based on the standards of the ALA.

Public library data applies to libraries not meeting ALA standards, 1962. Estimated shortages are based on the standards of the ALA.

Public school library estimates are based on USOE national sample study, updated to 1963-64. Shortage of volumes is based on number of volumes in average school with a centralized library. Standards used are those of the American Association of School Librarians, ALA.

Table 9

BOOK, LIBRARY MATERIALS, AND RELATED PRICE INDICES 1957-59 TO 1965
(1957-59 = 100)

	1957-59 Average	1960	1961	1962	1963	1964	1965
Library Materials Index							
Books	100.0	99.1	109.8	111.5	123.8	131.0	144.5
Periodicals	100.0	-	114.4	120.3	128.3	135.0	141.3
Index of Prices Received by Publishers							
Adult Trade Books							
All Bindings	100.0	93.0	85.0	90.0	96.0	95.0	-
Hardbound Only	100.0	100.0	103.0	108.0	113.0	112.0	-
Softbound Only	100.0	91.0	86.0	90.0	90.0	101.0	-
Juvenile Books							
Hardbound over $1	100.0	103.0	106.0	105.0	124.0	127.0	-
Consumer Price Index	100.0	103.1	104.2	105.4	106.7	108.1	-
Index of Union Wage Rates for Book and Job Printing	100.0	106.9	110.6	114.0	117.4	120.7	-

Sources: Library Materials Index from The Bowker Annual, 1966 edition; Index of Prices Received by Publishers calculated from annual statistical reports of the American Book Publishers Council; Consumer Price Index and Index of Union Wage Rates from the Statistical Abstract of the U.S.

Table 10

COST INDICES OF LIBRARY MATERIALS

Actual* 1961 to 1965; Projected/ 1966 to 1975

	1957-59 = 100	1957-59 = 100	1958 = 100	1958 = 100
	Hardbound Books	Periodicals	College Textbooks	School Textbooks K-12
1961	109.8	-	102.8	111.3
1962	111.5	120.3	103.8	116.1
1963	123.8	128.3	104.9	120.8
1964	131.0	135.0	105.9	125.6
1965	144.5	141.3	106.9	130.3
1966	150.8	148.6	108.0	135.0
1967	159.7	155.6	109.0	139.8
1968	168.6	162.6	110.0	144.6
1969	177.5	169.6	111.1	149.3
1970	186.4	176.5	112.1	154.0
1971	195.2	183.5	113.1	158.8
1972	204.1	190.5	114.2	163.6
1973	213.0	197.4	115.2	168.3
1974	221.9	204.4	116.2	173.0
1975	230.8	211.4	117.3	177.8

*Source: "The Cost of Library Materials," The Bowker Annual, 1966, pages 100-108.

/Source: National Center for Educational Statistics, USOE.

Table 11

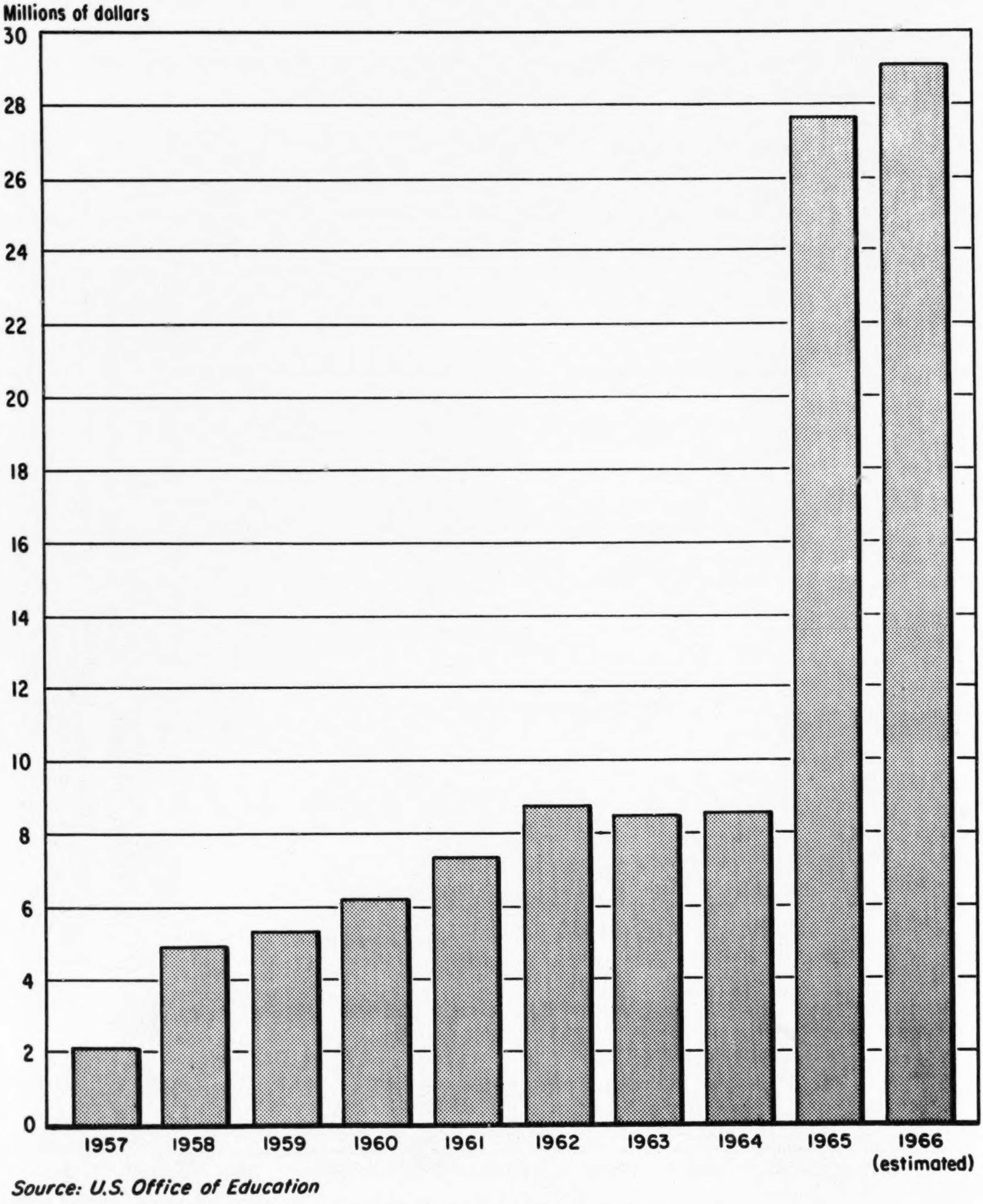
POPULATION OF THE UNITED STATES, ACTUAL 1900 TO 1965 AND PROJECTED 1970, 1975, AND 1980

Year* (as of July 1)	Population of the United States, Including Armed Forces Overseas by Age Group											Population (Millions)	
	Millions						Per Cent					Total Excluding Armed Forces Overseas ⌿	Total Civilian
	All Ages	0-4	5-19	20-44	45-64	65+	0-4	5-19	20-44	45-64	65+		
1900....	76.1	9.2	24.5	28.8	10.5	3.1	12.1	32.1	37.9	13.8	4.1	-	-
1910....	92.4	10.7	28.0	36.2	13.6	4.0	11.5	30.3	39.1	14.7	4.3	-	-
1920....	106.5	11.6	31.7	41.0	17.1	4.9	10.9	29.8	38.5	16.1	4.6	-	-
1930....	123.1	11.4	36.2	47.2	21.6	6.7	9.2	29.4	38.4	17.5	5.4	-	-
1935....	127.3	10.2	36.0	49.3	23.9	7.8	8.0	28.3	38.7	18.8	6.1	-	-
1940....	132.1	10.6	34.7	51.6	26.2	9.0	8.0	26.3	39.0	19.9	6.8	132.0	131.7
1945....	139.9	13.0	33.3	54.6	28.6	10.5	9.3	23.8	39.0	20.5	7.5	-	-
1950....	151.7	16.3	35.1	57.1	30.8	12.3	10.7	23.1	37.6	20.3	8.1	151.2	150.2
1951....	154.3	17.2	35.6	57.4	31.3	12.8	11.1	23.1	37.2	20.3	8.3	153.3	151.0
1952....	156.9	17.2	37.2	57.6	31.8	13.2	11.0	23.7	36.7	20.3	8.4	155.7	153.3
1953....	159.6	17.5	38.5	57.6	32.2	13.6	11.0	24.1	36.1	20.2	8.5	158.2	156.0
1954....	162.4	17.9	40.0	57.7	32.8	14.1	11.0	24.6	35.5	20.2	8.7	161.2	159.1
1955....	165.3	18.4	41.3	57.7	33.3	14.6	11.1	25.0	34.9	20.1	8.8	164.3	162.3
1956....	168.2	18.9	42.7	57.8	33.9	15.0	11.2	25.4	34.4	20.2	8.9	167.3	165.4
1957....	171.3	19.4	44.3	57.8	34.4	15.4	11.3	25.9	33.7	20.1	9.0	170.4	168.4
1958....	174.2	19.7	45.8	57.8	35.0	15.8	11.3	26.3	33.2	20.1	9.1	173.3	171.5
1959....	177.3	20.1	47.3	58.0	35.7	16.2	11.3	26.7	32.7	20.1	9.1	176.5	174.7
1960....	180.7	20.3	49.2	58.3	36.2	16.7	11.3	27.2	32.3	20.0	9.2	180.0	178.2
1960≠...	180.0	20.3	48.8	58.2	36.1	16.6	11.3	27.1	32.4	20.0	9.2	179.3	177.5
1961....	183.8	20.7	50.8	58.5	36.8	17.1	11.3	27.7	31.8	20.0	9.3	183.0	181.1
1962....	186.7	20.7	52.4	58.9	37.2	17.4	11.1	28.1	31.6	19.9	9.3	185.8	183.7
1963....	189.4	20.8	53.7	59.6	37.8	17.5	11.0	28.4	31.5	20.0	9.3	188.5	186.5
1964....	192.1	20.7	55.1	60.1	38.5	17.9	10.8	28.7	31.3	20.0	9.3	191.3	189.3
1965....	194.6	20.4	56.5	60.5	39.0	18.2	10.5	29.0	31.1	20.0	9.4	193.8	191.9
PROJECTIONS§													
1970: B..	209.0	22.0	60.2	65.3	41.9	19.6	10.5	28.8	31.3	20.0	9.4		
C..	206.1	19.7	59.7	65.3	41.9	19.6	9.5	29.0	31.7	20.3	9.5		
1975: B..	225.9	25.2	63.4	72.7	43.2	21.2	11.2	28.1	32.2	19.2	9.4		
C..	220.1	22.3	60.6	72.7	43.2	21.2	10.1	27.5	33.0	19.7	9.6		
1980: B..	245.3	28.3	68.2	82.4	43.0	23.1	11.6	27.8	33.6	17.6	9.4		
C..	236.5	25.2	62.5	82.4	43.0	23.1	10.7	26.4	34.8	18.3	9.8		

Source: HEW Trends, 1965 edition, page S-3.
Information from U.S. Department of Commerce, Bureau of the Census; Current Population Reports, Population Estimates, Series P-25. *Includes Alaska beginning with 1959 (total population only in that year) and Hawaii with 1960. ⌿ Armed forces overseas are excluded for the years 1900-1935 but are included thereafter. ≠ Census of April 1, 1960. §Series P-25, No. 279, "Projections of the Population of the United States by Age and Sex to 1985," dated February 4, 1964, contains the first major Census Bureau revision of projections since 1958 and is the first to project fertility on the basis of cumulative age-specific fertility rates for birth cohorts of women (born in the same year). The component method used also takes into account: (a) slight declines in age-sex specific death rates and (b) a small constant volume of net immigration (300,000 annually) consistent with recent experience. The series A, B, C, and D Census Bureau projections, relating to the 50 states and the District of Columbia and including armed forces abroad, are based on current estimates of the population by age and sex for July 1, 1963 (P-25, No. 276), and take into account the 1960 census.

CHART A

Expenditures for Library Materials under the Library Services and Construction Act, 1957-1966

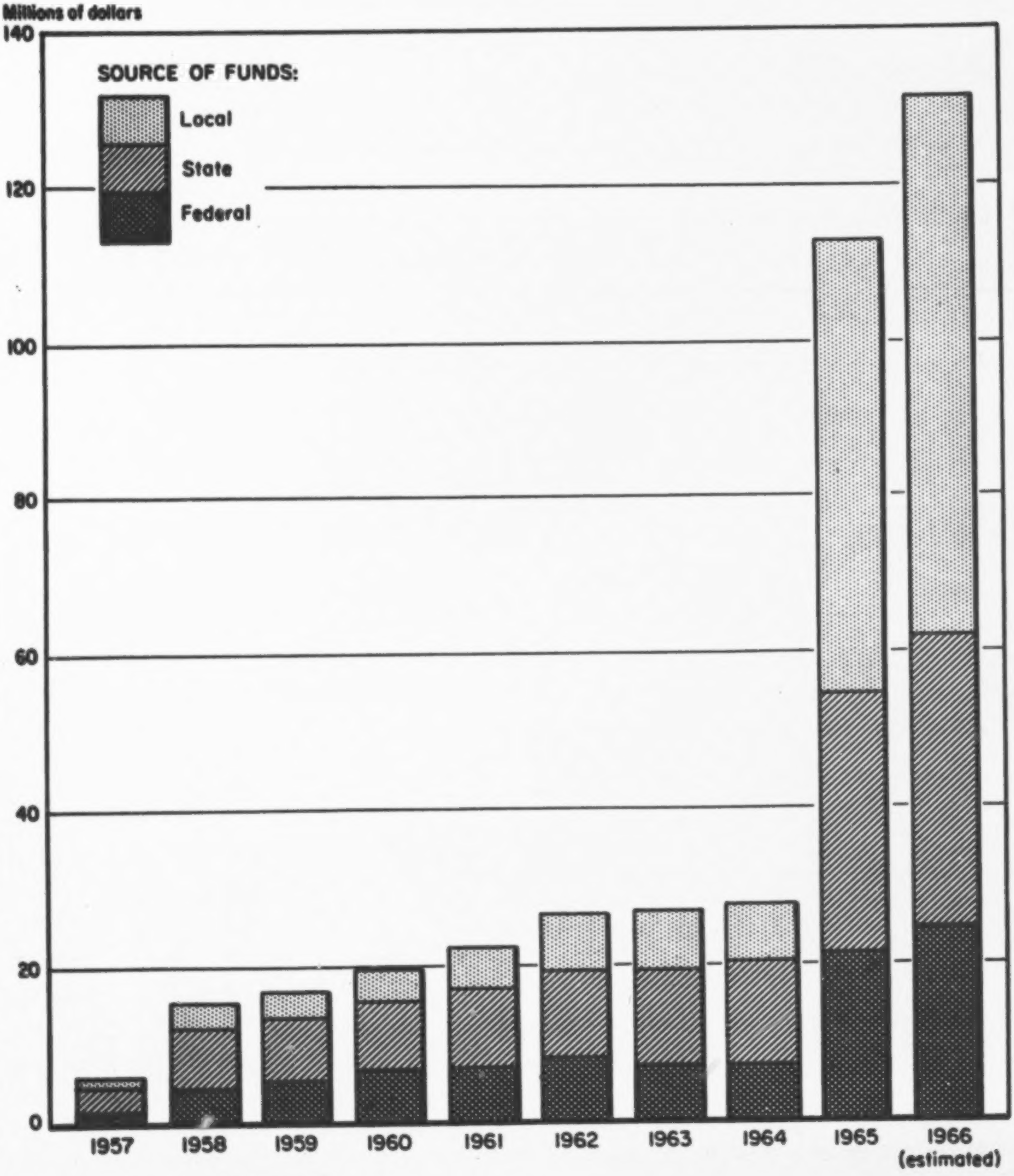


Source: U.S. Office of Education

Note: Expenditures are combined Federal, State and Local Funds.

CHART A-1

Expenditures from Federal, State and Local Funds under the Library Services and Construction Act 1957-1966

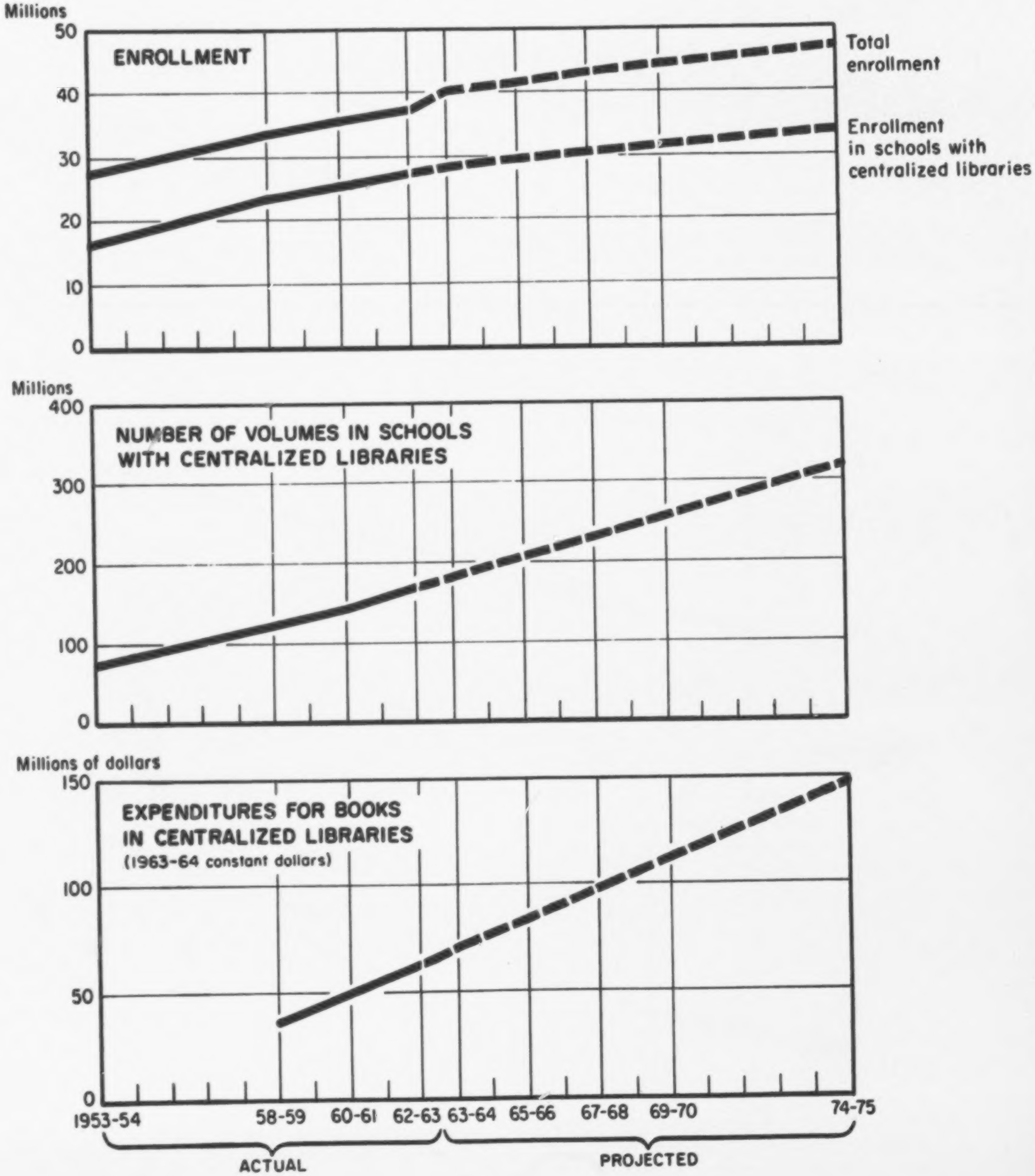


Source: U.S. Office of Education

CHART B

Selected Public Elementary and Secondary School Library Statistics

1953-54 to 1962-63 and Projections to 1974-75 (Academic Years)

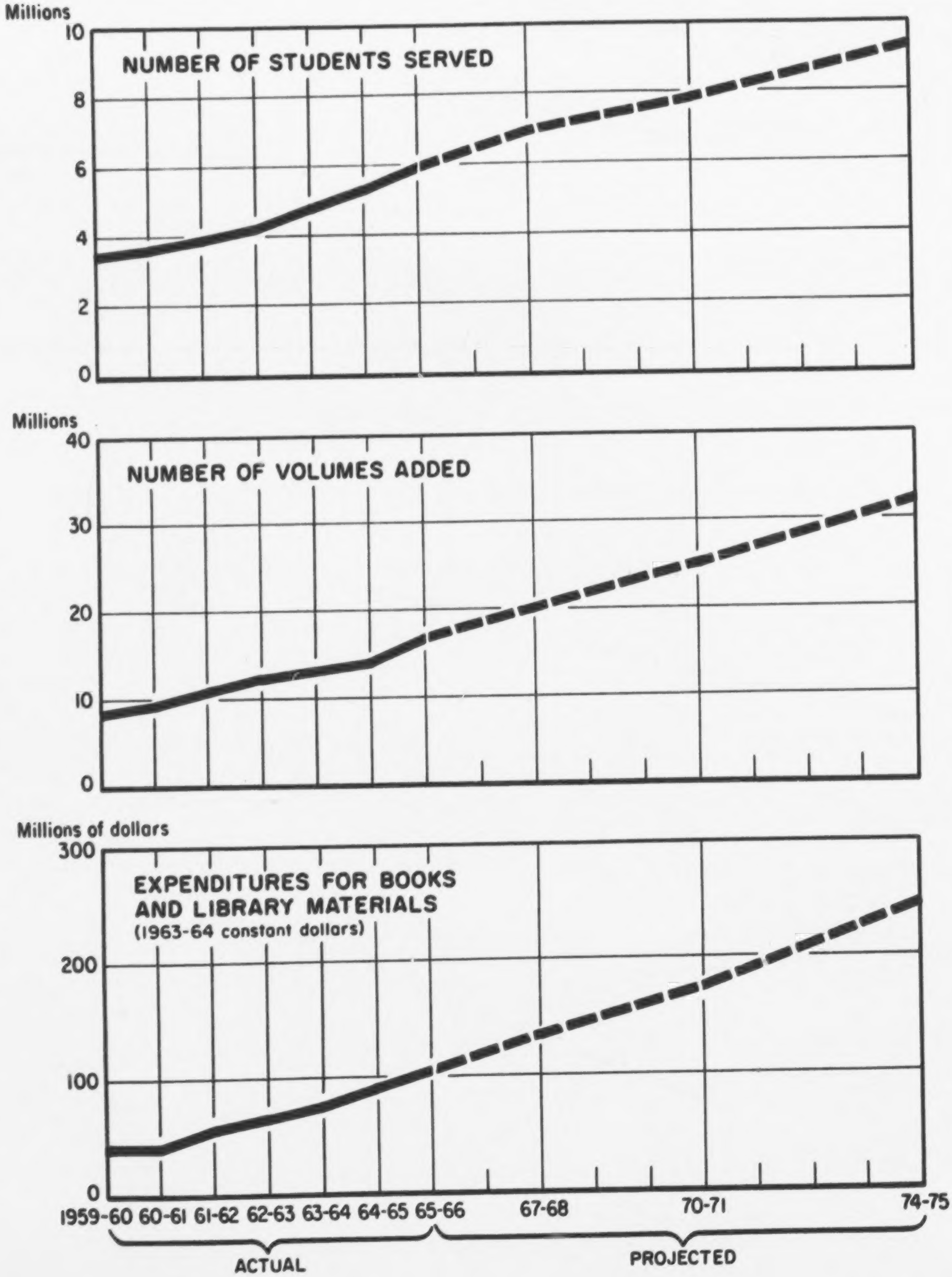


Source: U.S. Office of Education

CHART C

Selected Statistics of College and University Libraries

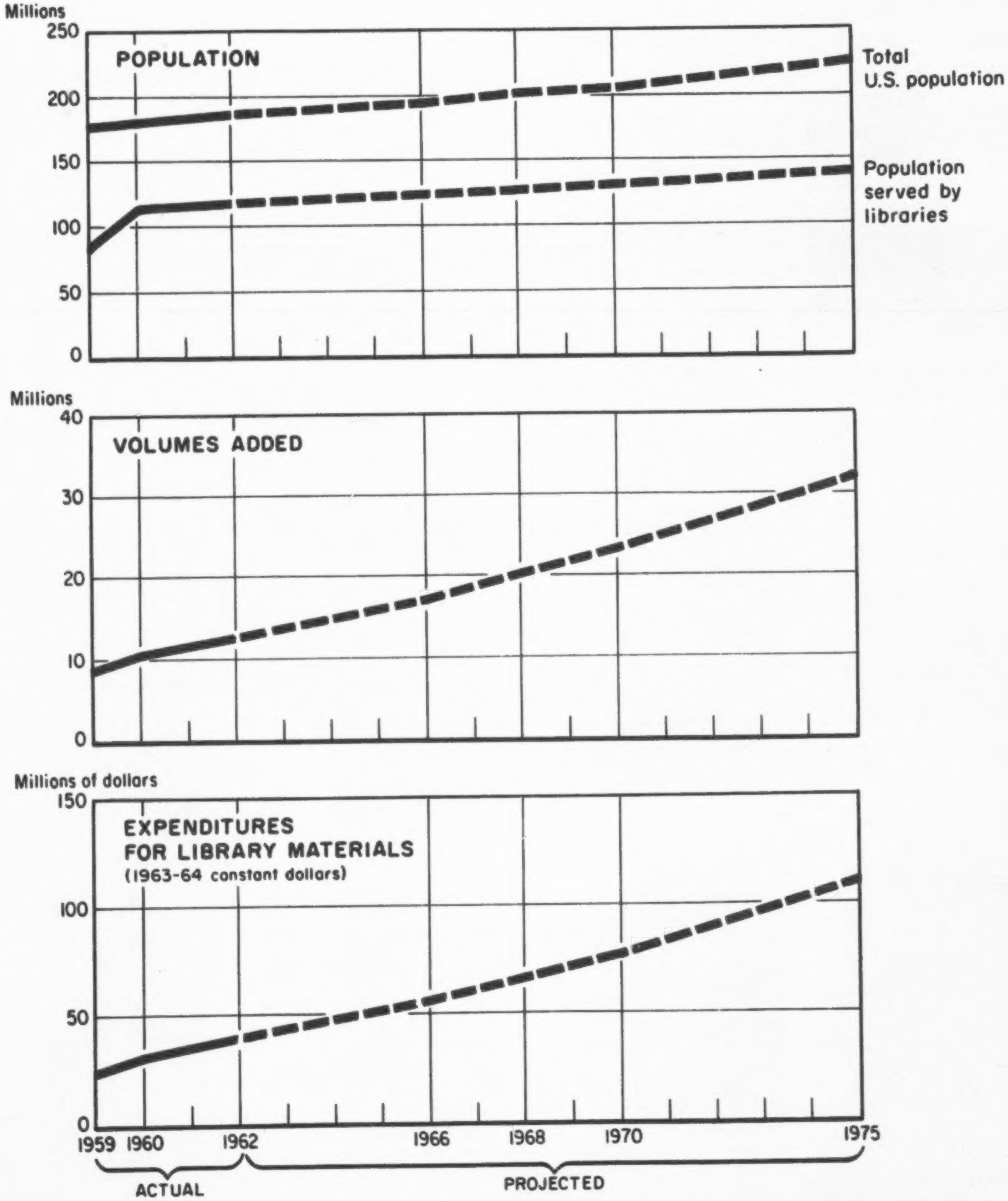
1959-60 to 1964-65 and Projected to 1974-75 (Academic Years)



Source: U.S. Office of Education

CHART D

Selected Statistics for Public Libraries
Serving Populations of 50,000 or more, 1959 to 1962 and Projected to 1975

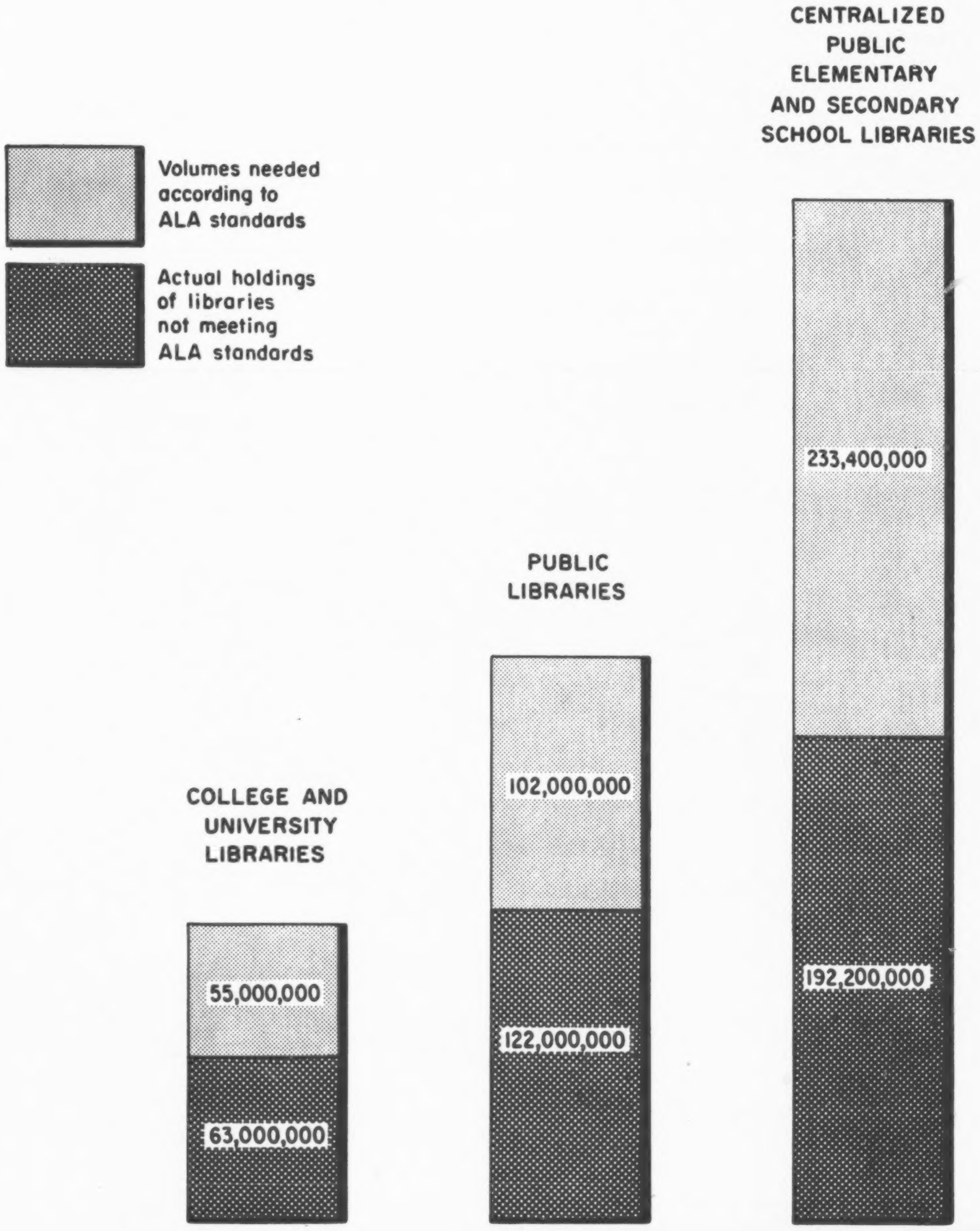


Source: U.S. Office of Education

CHART E

Gap Between Library Standards and Actual Materials Resources

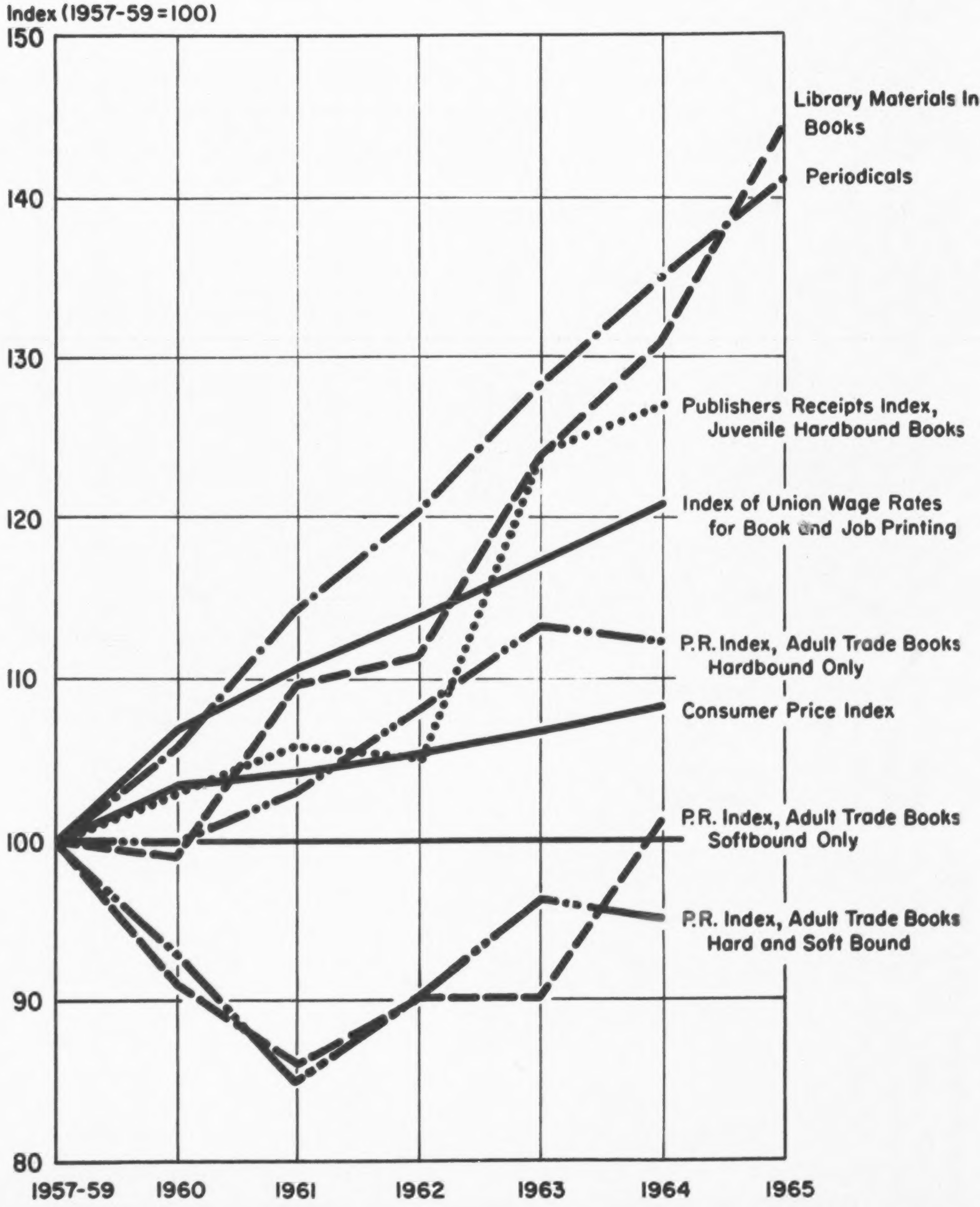
(Numbers of Volumes) 1962 - 1963



Source: National Inventory of Library Needs, American Library Association, 1965

CHART F

Book, Library Materials and Related Price Indices 1957/59 - 1965

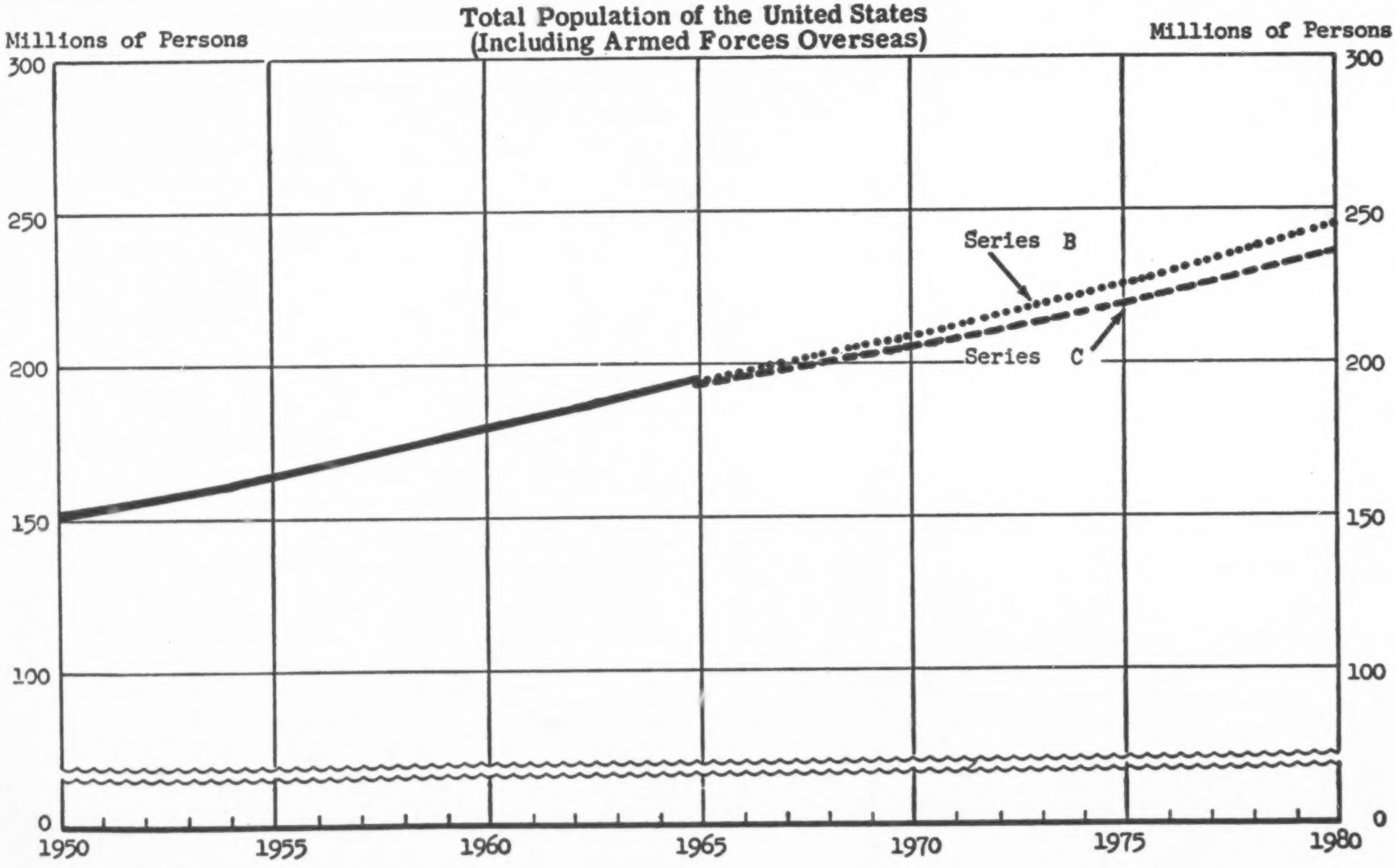


Sources: Bowker Annual, 1966, American Book Publishers Council and Statistical Abstract of the U.S.

CHART G

Population 1950-1980

By 1980, the population of the United States may reach 245 million, with the age group under 5 increasing as a proportion of the total, and a somewhat smaller increase in the percentage of persons aged 65 and over.



Source: HEW Trends, 1965 edition

A REACTION

Alfred C. Edwards, President
Holt, Rinehart and Winston, Inc.

I suppose that from the time of George Washington, every President of the United States has had an interest in some form of cultural endeavor. It seems to me, however, from my brief span on this globe, that it was only in early 1960 that we began to look at our cultural potentialities, and then we elected a man as President of the country who had a built-in love of books. When he was inaugurated, in January of 1961, he indicated very definitely to this nation and to the world his vital interest in books and cultural materials. He asked a white-haired old poet to come and perform on a very brilliant, sunny, windy day. The old poet could not see what he was supposed to read, and a man by the name of Lyndon Johnson shaded the paper with his large-brimmed hat. I think of the significance of those two men and that particular moment in history, and I want to read what Frost had intended to say from the poem he had written a few weeks before the inauguration--the part of it that he repeated over and over again as he saw, with a certain amount of glee, the whole impetus of our country under President Kennedy and the very erudite cabinet he brought to Washington with him as associates. Those particular few lines come from the book called In the Clearing by Robert Frost. It was his last published work during his lifetime.

> It makes the prophet in us all presage
> The glory of a next Augustan age
> Of a power leading from its strength and pride,
> Of young ambition eager to be tried,
> Firm in our free beliefs without dismay,
> In any game the nations want to play.
> A golden age of poetry and power
> Of which this noonday's the beginning hour.[5]

---

[5] From "For John F. Kennedy His Inauguration" from In the Clearing by Robert Frost. Copyright © 1961, 1962 by Robert Frost. Reprinted by permission of Holt, Rinehart and Winston, Inc.

President Kennedy began it, and in the few very brief encounters I have had with President Johnson, the whole tone of his dedication, almost emotionalism about education, was apparent. I know that the staff in the White House, members of the Cabinet, and those men in the Congress who are close to him feel the force of that power. We are recipients of a trust that has been created by men who are dedicated. We are having an Augustan age and perhaps a golden age in the field of education and books.

As far as our own firms are concerned with Titles I, II, and III of the Elementary and Secondary Education Act, some of us have begun to have glimmerings of what they can mean. We know that the implications are tremendous and that they are going to impose severe burdens on us all. The problems are of two kinds--the happy problems of available funds and the problems that come with the frustrations of not having things work out. We know what has happened in terms of time taken in our particular counsels, the associations we have had to make, and the walls within our companies between departments and between individuals that have had to be broken down so that we could understand wholly and totally what our commitment had to be. We are just beginning to feel the impact of what has happened to us all.

It used to be that we could reprint books quite easily in four to six weeks. There was plenty of available paper, plenty of press time. We know that now we wait 12 to 16 weeks for books. We know that our jobbers have called upon us for tremendous quantities of books on what amounts to a consigned basis. The jobber himself doesn't know exactly where those books are going. He feels the need. He is ordering them, putting them in stock, and asking us to give him extended datings. It is a financial problem for us all--first to make those books and next to give him extended datings and to pay the prices it is costing us these days both for printing and for paper supplies to get rush work done.

I think that as an industry we ought to try to share, as soon as possible, the statistical inferences that come from a gathering of material and information within our own houses. Let me tell you what we have done. From the first of the year we have begun to identify, as nearly as possible, every order that has the implication of federal money. We then classify these as Title I, II, or III if we can determine the source of funds. We punch this information into our IBM equipment and make a weekly run of the legislative title under which each order came, the section of the country it came from, dollar amount, number of book titles, the account number if we have one. At the end of every week we run this information on our IBM computers and give it to our administrative and sales people. They are using it for purposes of watching where the dollars are going by title, by section of the country, by kind of book title.

At the present time we have this information from January 1 to the 26th day of April on orders that we can identify, orders of $100 or over that are marked by title. They are not jobbers' orders because we can't find out what the end use of the jobbers' orders is going to be. But we have identified $264,000 in that period. More than half the orders so far received are Title I oriented. That's the first surprise we had. The second surprise is that much of the money--in our house anyway, and we have some 3800 active titles--is being spent for reading-development materials. The second category is, strangely enough, mathematics materials. The third category of any size in our house is foreign-language materials, but we are very strong in that particular area. A great many of these orders are for very small quantities. The impact of this in our order-processing department, our shipping room, and various other activity centers has not been great because normally the middle of February to the middle or end of May is the dullest part of the year for our company. But we are already aware of the tremendous implication of the number of orders being received for small quantities. I think that you had better interpolate what you may be finding in your own firm as to your needs in personnel to handle this business, especially those multiple-subject-matter companies that have general books and texts; what may happen in July, August, September, and October of 1966 if you get an increase in this volume of business and you get the impact of the straight educational business on top of it.

Another consideration is that this analysis gives us some control over inventory moving in an unprecedented way. The reading-development program happened to hit very heavily in seven or eight basic titles, and we have had to put through some rush reorders.

Remember that relatively speaking, we are not a large general book publisher. We did about $5 million last year--a little over that this year--in general books. That is perhaps one per cent of the industry total in general book business. In textbooks we do somewhere between 7 and 8 per cent of the business done in the country. The impact, however, on our general book division of even this small amount of business concentrated in comparatively few titles and with the extreme activity on lots of ones, twos, fives, and sixes is that we have a volume of activity and of titles that is very concentrated. If the total amount to be spent for books under Titles I and II and, perhaps, Title III in FY 1966 reached the figure of $200 million nationwide--and a lot of this business may be in text-oriented books--and if we do one per cent of the volume of the country in general books, we might be doing, in our company, somewhere between $1 million and $1.2 million in the general book area from the evidence that we see of monies committed under the government's program for FY 1966.

Now there is another complication--the money may be committed at the state level, but the materials purchased with that money do not have to be received until sometime before June, 1967. If the impact of the FY 1967 money and the unspent money from FY 1966, of which very little has been distributed yet, happens to coincide in the early part of fall, 1966, I can see strains on our industry the like of which we have never known before, and it's straining right now; you who have anything to do with production, paper supplies, press work, or binding know that. In other words, we don't know if we could keep up with the demand. Now this should not necessarily frighten those librarians or others who are interested in purchasing books or regular text runs. I think that most publishing houses that have regular texts are in pretty good shape. But there is no way--no way under the sun--that a publisher can really tell how the impact will affect certain juvenile titles. We may not be able to service the business with anywhere near the speed that we would like to or have been able to in the past.

This is the other side of that wonderful, glowing affluence that we have hoped for in our industry. General books have not been a very profitable business in the past. In fact, statistically we can show that our industry doesn't make any money on the general book business itself. It is on the sale of rights and income from permissions that the general book industry has been sustained for years and years. So our problems arise out of having a dedication to an industry such as the textbook industry that is booming and growing. We want to service that business, but it takes a tremendous amount of capital these days to do so. On the other hand, we have a juvenile business and a general book business which are not as profitable. In any manager's mind, in any stockholder's mind, in the mind of any institutional holder --and many of our companies have grown to the size where much of the stock of the company is owned by institutional holders--is the question of why we are diverting our hard-earned dollars to a part of our industry that is not going to perform the same return on capital as some other areas. Our magazine division, for instance, is much more profitable than our general book division. These are the facts of life that we are living with right now.

We might be able to get our industry together in a group with the text people and with other organizations that survey the book scene; find out what the impact of this federal spending is going to be; share our statistics with whatever other groups are involved in this expenditure of money; do our part in finding the answers to the question of rising prices while we learn a good deal more about our own business and where the money is going and how it is being spent, so that we can serve the libraries and schools of the country much better. Perhaps during this period of tremendous business, which is just starting as far as difficulty in supplying books is concerned, we might explore the possibility of having Congress waive some of the strictures on books being imported from abroad.

If we can get them made less expensively abroad, if paper is cheaper there, if we could import them and bind them in this country, it would make a substantial difference.

COMMENTARIES FROM SIX SPECIFIC VIEWPOINTS

"School Market" - Cora Paul Bomar, Supervisor, School Library Services, North Carolina State Department of Public Instruction

School libraries are now in the "in" group. They have long been in the "out" group. Books as well as all other kinds of instructional media are also in the "in" group. We are now faced with the dilemma of having too much money too soon, and all of it should have been spent yesterday.

Federal appropriations are not made at a time to coincide with local budget-making. It is a reality of life that we must accept and learn to work with. There will always be uncertainty about when and how much federal money will be available.

Regulations regarding expenditures exist at three levels --federal, state, and local. Sometimes they are in conflict. Educators and publishers must know what these regulations are and learn to operate with them.

"College Market" - Frederick H. Wagman, Director, University of Michigan Libraries

Lumping books and periodicals together can be as misleading as combining colleges and universities. Sixty-four of the largest universities spend over 37 per cent of the total college and university library funds. The large ones spend in the neighborhood of 40 to 45 per cent of their funds on such items as journals, periodicals, and serial publications. More than half of the books purchased by large libraries are foreign books. Going down the scale of college or university size, you find a declining rate in the purchase of foreign books and in expenditures for journals.

Dr. Schick's figures for ten years from now are, if anything, an underestimate.

The growth in graduate programs and research programs will lead to the strengthening of collections, including books from backlists.

There is a tendency toward separate undergraduate libraries and more branch libraries with the spread of campuses. This leads to duplication of materials and makes Dr. Schick's estimate of a 250 per cent increase in expenditures realistic.

There are certain changes that can be foreseen in acquisition or selection techniques:

> The largest libraries will be acquiring everything that is published that could conceivably be of use in their programs.
>
> Blanket order procedures are becoming more common, but this method is expensive. Librarians will try to devise--and look to publishers to devise--methods to help cut costs.
>
> Smaller college libraries are going to be making use of lists of good books. They will use Choice, Publishers' Weekly, and Library Journal.
>
> The dependence on faculty at the larger libraries is decreasing in the area of book selection. On the other hand, in small institutions faculty members are the ones to whom promotional materials are best addressed.

"Public Library Market" - John Ames Humphry,[6] Director, Brooklyn Public Library

The Community Coordinator Program, begun in 1961, is an approach to people who do not use libraries and few of whom read, even a newspaper. They are the disadvantaged persons, deprived of opportunities generally, and they comprise a large segment of the population large city libraries do not serve. The program is an attempt, then, to acquaint people with the kind and variety of services provided by the modern public library; a way of informing people how books, reading, and libraries can help them help themselves. It is a determined effort to relate the printed word, a film, or a recording to their daily living.

The librarians who conduct the program do not necessarily use children's books in their approach to these so-called disadvantaged persons, but books that introduce subjects and information in an interesting manner. The Brooklyn Public Library has a long record of attempting to reach the unserved; the Community Coordinator Program is the approach used at this particular stage in library history. The Library is not content to serve on a stand-by basis only, nor does it fail to work with civic, community, and educational agencies to accomplish this outreach.

The Library also serves several hundred thousand serious readers who constantly seek reference, research, and nonfiction material. Public libraries are much more than collections of fiction and popular nonfiction. They collect in all fields of knowledge advanced material for researchers and other serious library users. Public library collections cover the entire spectrum of knowledge and in considerable depth. The book budget of the Brooklyn Public Library is weighted in this direction in order to discharge its objectives as an instrument of continuing education. In a four-hour period on Sunday, April 24, 1966, approximately 8000 people used the Ingersoll Building, which houses the central research collection of the Brooklyn Public Library.

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[6] As of 1967: State Librarian and Assistant Commissioner for Libraries, New York State Education Department.

The enormous increase in the number of new titles published; the fact that the public demands more and more copies of popular titles; the increase in book prices (although I don't believe they have increased any more than any other commodity in proportion); losses; the books that wear out with use, are withdrawn, and need replacement; and acquisition and organization of books for use by the public constitute some of the problems libraries face.

Prompt delivery of ordered material is essential. People arrive at our libraries on Monday mornings with "The New York Times Book Review," seeking books that have been reviewed. Acquisition isn't the only problem; a library can't add several hundred thousands of dollars to a book budget without adding a proportionate amount of money to all other operating accounts. There is little purpose served in acquiring books if you don't have the staff necessary to get the books on the shelves.

"Wholesalers" - Albert P. Mitchell, Sales Manager, Campbell & Hall, Inc.

One of our major problems is the delay in payments. It had been customary to receive payment in 30 to 60 days. Now many governmental agencies are talking in terms of delaying payments up to eight months and longer. Wholesalers are not in a position to finance their customers for that length of time.

Delivery is becoming a problem for wholesalers because although some publishers fill an order within a two-week period, others take up to two months to deliver. The gap must be closed.

Cartons should be marked to facilitate processing and placing of books on shelves. Last week, because of improper packing and marking, it took 90 man hours to unpack, assemble, and get on the shelves an order of only 8500 books. This is costly.

Some publishers need to know that many institutional buyers are now insisting upon dealing through a wholesaler. They are doing this because of time, costs, and staff.

Capable manpower is at a premium and hard to find. Campbell & Hall is working on a two-shift basis, and if manpower and some additional space were available, would seriously consider putting on another shift.

"Paperback Publishers" - Marc Jaffe, Vice President and Editorial Director, Bantam Books, Inc.

The library market, as large as it is, does not yet seem to admit the paperback as a form of "library material" to be taken for granted, as are hardcover books. Sales to public school, academic, and public libraries represent a small fraction of paperback total annual sales at the present time.

And yet, there is a real opportunity for expansion in a market which is highly profitable since returns are virtually nonexistent. In order to achieve the objective, our effort in the foreseeable future will still be primarily educational and in two directions: First we must educate the market itself in the uses of paperbacks and must overspend in our promotional budgets in relation to the actual sales we achieve.

Second in our educational effort is the magazine wholesaler. These wholesalers are responsible for the major sales volume of mass-market publishers, such as Bantam, and yet, on some occasions, they are slow to focus on special marketing and distribution opportunities. Perhaps the absence of a magazine wholesaler from this entire conference is symptomatic of the problem we face in orienting our prime channel of distribution to this market we are talking about. And if this orientation continues to move so slowly, it is possible that other distribution channels will have to make a larger penetration in the library market.

We in the paperback publishing industry pride ourselves on the maintenance of a single standard editorially--with reference to hardcover books--but we certainly would not object to double vision statistically. For example, one only rarely sees mention of the existence of paperback editions on the ordinary reading lists prepared by local public libraries. This should not be the case if we are ever to achieve the second paperback revolution in schools and libraries.

"Diversified Publishers" - Frederic S. Cushing,[7]
Vice President and Director, Corporate Marketing Services, Holt, Rinehart and Winston, Inc.

What we have heard and seen today invites us to take "new looks" at ourselves by analyzing our over-all capabilities in marketing our products to libraries.

The so-called diversified company has many opportunities to analyze the advantages gained by centralization of marketing services.

From such centralization the publisher can develop statistics for analysis of distribution patterns, inventory projections, order-processing performances. The diversified publisher has the opportunity to promote and expose books from his several publishing programs to all kinds of libraries, and most importantly, he can gather information which will guide editorial acquisition and create opportunities for adaptation of his product for use in our expanding markets.

DISCUSSION

In a dialogue among the speakers and in answer to questions from the audience, the following points were made:

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[7] As of 1967: President, The Glencoe Press, and Vice President, The Macmillan Company.

Wagman: The paperback situation in colleges and universities is not as grim as Mr. Jaffe's concern would indicate. There is a concealed factor. Students are now buying their own copies, in paperback, of books held in limited supply by the library. The college student market is, therefore, indirectly related to the college library market.

Humphry: The Brooklyn Public Library does buy substantial numbers of paperback editions and has for some time.

Robert W. Frase,[8] Associate Managing Director of the Council: There are two types of indices used in Chart F. The one reaching the highest level is the library-materials index--books. It was first developed at the Library of Congress and some years ago was institutionalized by an American Library Association committee and is now compiled by Bowker. It averages the prices of books--new and revised editions--listed in Publishers' Weekly annually. It averages low-price with high-price books, omits paperbound and backlist books, encyclopedias, and textbooks. Although it covers maybe less than half of the book production of the country, it is useful as a library budgeting-tool because libraries tend to buy new hardcover books and not others, such as paperbacks. It does, however, have the bias of overweighting the high-price books.

The other index was invented for this conference and is a publishers' receipts index. It takes from the annual statistical reports of the Council the average price received by publishers per copy for various types of books and uses these average receipts per copy as the basis for indices of juvenile hardbound books, adult trade books (hardbound only), adult trade books (softbound only), and adult trade books hard- and softbound combined.

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[8] As of 1967: Senior Associate Managing Director and Economist.

All of these indices are based on taking the average price in the '57-'59 period as one hundred. These publishers' receipts indices move at a slower rate and with less increase than the library-materials index. The one that has the steepest climb is juvenile hardbound books. But there we have had the peculiar phenomenon of counting, in the Council statistics, the sales and numbers of copies sold of two different kinds of products--the trade edition of a children's book and the more costly reinforced library edition. There has been a change in the mix, an increasing number of the reinforced editions and a lesser number proportionately of the trade editions.

Dorothy A. McGinniss,[9] Executive Secretary of the American Association of School Librarians: School librarians are becoming more and more interested in using paperbacks but are stymied by dealers and publishers who won't work with them because they buy single--not multiple--copies of a title.

Frase: Concerning the extent of local refusal to accept federal assistance, the amount of money which is not spent because people don't want it is a matter of a few percentage points at most.

Schick: It will not be necessary to revise the charts and tables because of Census Department changes in population questions. The data are based on known births and do not project far enough into the future to be upset by new total-population figures. Political and economic changes could be more of an influence.

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[9] As of 1967: Assistant Professor of Librarianship, Syracuse University.

CRITICAL DECISIONS

WHAT IS CRITICAL?

Jeremiah Kaplan, President
The Macmillan Company

The trade book industry is unusually complex, and decisions are made--at almost every level of operation--which may be considered "critical." Since our time is limited, we must to some extent deal in simplifications, to which many will take exception but which fundamentally are valid assertions about how our industry has operated and might operate in the future as a business.

The intelligence we have brought to bear on our publishing decisions in the trade area has been formed by trade retailing, mail order, and the general review media. For the trade book (with the possible general exception of children's books), schools and libraries have been until recently considered a marginal market. Few concessions have been made to this market and its special needs, and there was little influence from this market on the "critical decisions" made in trade publishing. Now that the school and library market has become a primary market, this market is bound to influence "critical decisions," but how?

Let me list selected "critical decisions" which could be influenced by this primary market.

1. Will this market influence editorial decisions? Will trade houses continue to produce books using the same criteria they have in the past and expect that these

titles will spill over into this new market?

2. If there is a category of book different from that which trade houses have produced in the past, should the production of these titles be left to textbook publishers?

3. If trade publishers decide to publish for the school and library market, is there some possibility that the trade industry will change and become something different from what it has been?

4. Are trade publishers capable of dealing as an industry with a new editorial content using traditional methods? Do houses now have the right kind of editors and promotional personnel? Should they recruit from the educational world?

5. Will this market influence the fashion in which trade publishers write their publishing contracts? This is a high-cost market. Presentation copies, massive promotional costs, complex and expensive order fulfillment, may all act to reduce margins of publishers in the long run.

6. Would trade publishers maximize their profits by sticking with what they do now, hoping for broader penetrations of this market?

7. This market relies on a continuing supply of copies of those titles which have been selected for use in schools and libraries. Will the industry be willing to place larger portions of its financial resources in book inventory to satisfy this need? Will the industry be able to raise prices to take into account the extra cost of inventory maintenance and the high cost of small printings to keep books in print?

I have touched on some of what could be considered "critical issues." I am sure that others will emerge in the following presentations.

RESPONSES

"Children's Books" - Elizabeth M. Riley, Senior Vice President, Thomas Y. Crowell Company

As our volume of business has become bigger, particularly in the last year or so, the intensity of our problems has grown. The problems themselves are just about the same. They deal primarily with promotion, with inventory, with editorial matters. But all the problems have been intensified.

In the field of promotion, which is primary now to the success of a children's book operation, we have to consider the importance of diversifying--making sure that our promotion is much more specialized to reach many more people than our materials have ever reached before. Depending on libraries to get our books to children is an old story with children's book publishers; 80 per cent of our business is in backlist. If we publish unusual books, we depend on librarians to bring them to the attention of children. The bookstores do it for us the first year, but after that, for years--and generations--the books are brought to the attention of children by librarians. We must decide how school librarians are going to be reached. This is the basic problem of promotion. Our problem is to find people who are skilled in the matter of lists and in writing copy, who have a knowledge of curriculum needs, so that our books which have already been published can fit those needs.

One of our major headaches now is the matter of inventory. All of us, about a year ago, started stepping up our inventories, and you know what has happened to all production departments. It is not just a question of keeping our backlist in stock but of doubling, and in the case of titles on many highly approved lists, even tripling the stock.

However, the amount of money that is going to be coming through federal grants does give an opportunity to extend inventory--not only in depth but in width as well--because it gives us a chance to make larger printings of both current and backlist books. Whenever you can make larger printings of current books, you can take on the unusual book--the book that perhaps has a great deal of color or has only a special market--which heretofore you could not afford to publish because it would reach too few people.

That brings us to the most critical decision--the editorial decision. All other decisions in a publishing house pale next to this one. The relationship between an editor and an author is the most important relationship in all of publishing. The editorial decision is becoming more and more critical as more and more volume is being done in the children's book world. There was a time when children's books were published by some old maid who sat back in a corner and got out a list year after year. Nobody paid much attention to her; she didn't demand much in the way of capital or salary; her authors all had low royalty rates with no advances; and life was very simple. But along came a lot of babies and along came better schools and along came curriculum studies, which made children's books very much more important. They became a very popular section of a publisher's enterprise. And children's book editors became important. They were no longer relegated to some back corner. They were allowed to give advances on their contracts. They were encouraged to seek out new authors. Then along came series. Editors were encouraged to contract for them; they were bludgeoned into getting series on their lists.

What has happened to the editor and the writer in all this hectic performance is sometimes a worrying matter for a publisher. Pressures are being put on writers to conform to school curricula, to make material available for classroom collections. It is up to children's book publishers to publish the best books that writers and authors can produce and then fit those books into curricula and libraries, and not the other way around. If we publish material written by real writers and artists who are not just advertising artists who get stuff together in a hurry, then we'll be doing our job and making readers of children. If we don't do this, if we make conformity our rule, if we publish a lot of semitextbooks, so that children's intellectual life is arid and they continue their duty reading over into the field of trade book reading, then we've done them a great harm.

"Adult Books" - James Silberman, Executive Editor, Random House, Inc.

Obviously a lot of money is going to be spent on a lot of books. The question an editor asks is, What kind of books are these going to be? At Random House, at Knopf, and at a lot of other publishing houses, we have been publishing for the library field for a long, long time. And we have been selling to libraries very successfully and getting to know more and more about them from the sales end, from the distribution end, and from the promotion end.

Do our editors, perhaps editors in general, think about the library market when they think about taking on a book? I think they don't. I hear editors say they have a great trade best-seller or they have a book that they admire enormously. But I don't hear them say they have a book that is going to be a sensation in the library field.

When they think of money--and I suppose that is what we mean when we talk about markets--they are thinking about the trade, and at least some of the time they are hoping for a best-seller. They are thinking about paperbacks--selling the reprint rights--and I suppose hoping for the kind of bonanza that has come along sometimes lately. They are thinking about book clubs--though not so hard, because the odds are tougher with book clubs. But I don't think the first thing they think of is the library field. And still they manage to produce books that turn out to sell there. I don't mean that there is no consciousness at all; of course there is. They know about libraries--probably public libraries more than school libraries. They know about the young adult market because there are kinds of books which traditionally sell in the young adult market--the young adult novel, for example. There is a class of books we do at Random House that we think of primarily for our quality paperback line; but we do them first in hardcover, and we do them first for libraries. Ironically, if the libraries want them, they go out of print quickly and then we bring them back into print, or somebody does, in a reinforced binding. Certainly serious nonfiction goes into the library market, but again, it is not intended for that; it happens to be of interest there. Standard authors --Maugham and Faulkner, for example--we are reissuing in facsimile editions, in hardcover, and these can only go into the libraries. But eventually they will turn up in paperback as well. And finally, best-sellers--and the libraries do buy them, but they buy them as though they were trade books. They buy them because of a specific, immediate demand for them. Obviously trade publishers are going to go on thinking in these ways about the books that they have always published.

The question is, Is editorial policy--general trade editorial policy--going to go further? Are we going to begin to pick books to fit into school libraries and curricula? I think probably not. And I say probably not because I don't think the trade editors that we have, and that I know, will be very good at that. If there is a need for books of this kind, then perhaps they should be handled by some other part of the company, because I think they are different enough from what we now do successfully to make it more sensible to put them in some other area.

"Paperback Books" - Freeman Lewis, Executive Vice President, Pocket Books

The first decision a mass-market publisher faces, if he wishes to think in terms of a school and/or library market, is whether he wants to go into it at all. In the wholesale paperback business there is a rhythm--it's a very fast rhythm--and it is based upon first-out draws, as they are called--first-out distributions of books, with the publisher taking the total gamble. It is based upon an estimate of fast turnover rather than an estimate of long-range value. It produces a certain kind of flow of business.

This is a very different thing from what happens if you try to get into the school and/or library market. If a mass-market paperback publisher chooses to go into this new area, he must also choose either to abandon or to change or to add to the natural rhythm for his business. That really is his first basic decision. Obviously, this is not a new thing. At Pocket Books we said "yes" to this decision at least ten years ago. So did New American Library, Bantam, Dell, and Fawcett, and several others rather more recently.

Once you make this decision, you find yourself faced with a whole group of other decisions. First you have to say to yourself, What kind of books are we going to publish? Should we extend our editorial goals? Should we look for that "something different" which will give us a new dimension for this new market? And if you say "yes," then you have to say, Well, we've been in the reprint business; isn't it unlikely that books that are highly successful in the school market will be available for reprinting, and therefore shouldn't we get into original publishing? Then that produces a host of decisions, because original publishing can be very different indeed from reprint publishing. But let's say you have said you will do originals as well as reprints. Then you have to ask whether the people you have are the right kind of people to carry on, whether they understand schools and libraries or whether they understand only reprint marketing. And the odds are that you will find they understand only reprint marketing. If so, you are going to have to get some new personnel, which means some new overhead.

Where do you find these people? They are not easy to get. But you go ahead, and you find them. You choose your goals, you decide all these other things, and then you look around at your business and you have to say, My publicity and advertising structure is dead wrong for this new market. It will have to be changed. And maybe it will have to be changed in terms of people, but it will certainly have to be changed in types of expenditure, amounts of expenditure, times of expenditure. My sales staff, which is really geared to magazine distribution, is not going to be adequate at all, so we will have to add and make some new kind of investment in sales staff. And, of course, a good many of my old customers are going to be furious, so I'm going to have to find some way to deal with their dissatisfaction. And my invoicing and shipping procedures are just all wrong for this market, so they will have to be changed. And, of course, my budget is shot to hell. I've got to get a whole lot of new money from the owner, or stockholders, or someone. So all these things really boil down to whether or not you want to make an investment in the hope of reaching the new market, which is admittedly a very glittering and promising market, but a very uncertain market, and the only thing really sure about it is that it is going to be terribly expensive. Now, it's somewhat after the event to talk about this because most of the mass-market paperback publishers made this decision long before there was any federal money. Thus, the federal money only changed the nature of the pot, not the nature of the decision.

Over the course of the last half-dozen years the high school and college markets have grown and shown a tendency to increase very rapidly and are today a substantial factor. The library market has not really been approached with any great degree of effort, except for the big city libraries, where, in essence, you sell really large quantities in bulk and to a central warehouse for redistribution. This has been a good business, but it's a very small piece of the total.

The central school library has never seemed much of a market because the kind of order it places is one each of 100 titles. At our low prices we can't afford to pick and pack the order, and neither can our jobbers. The "classroom library," where you can sell some form of unit that can perhaps be prepacked, has a very large potential; but this is a matter that is just in the beginning stages, and none of us really know what the terms of it are.

Let me conclude by talking about what is essentially a goal rather than a critical decision. At the present time at Pocket Books we are doing about 20 per cent of our net volume in school and library business. And we have decided to make the critical decisions that are necessary to raise that figure to 50 per cent in the next five years.

"College Market" - Frederick H. Wagman, Director, University of Michigan Libraries

A good college or university library tries to collect the publications that may contribute to the research being done on the campus and also those that offer as good a reflection as possible of the significant thought and creative activity of the time. Certainly for a college or university librarian it would be presumptuous to specify to the publisher what should be written, how it should be edited, and what should be published.

However, should books be made so they last forever? I express my great gratification and that, I think, of most of my colleagues at the availability of so many fine books reprinted now in paperback editions. But we certainly would like to have these bindable. We would like to have the margins adequate for binding. The perfect binding, which one cannot rebind, is not very helpful for us. And why not print good books on permanent durable paper? There may be some drawbacks in terms of its weight or its translucency. It may be a little more expensive. But it really is distressing to see how many books in a collection such as mine are already so deteriorated that we cannot microfilm them. I am not talking about books published many, many years ago; and I am not talking about cheap wood-pulp paper either. I am talking about good paper, sometimes rag paper, and books published not too many years ago. In some cases books of the 1920's and 1930's are already so deteriorated under conditions of storage in library stacks that you can't film them. The permanent durable paper which we are getting now in bibliographic publications offers great hope.

Since librarians would like books kept in print for a long time, are they willing to pay the extra cost of keeping them in print? I think the answer is "yes." When we set about purchasing a book in the out-of-print market, we know it is going to cost us money. We know that if another library wants the book, it is going to cost us even more; and if some of us who are unsophisticated place an order with more than one bookfinder, we know that we are competing with ourselves and driving the price up still higher. These prices sometimes become enormous.

Our biggest need relates to certainty regarding availability of a book. We want to know if a book is available, and if not, will it be reprinted? If it will be reprinted, when will it be reprinted? We would love it, of course, if publishers could make fairly prompt decisions that they will or will not reprint a book; and if they decide that they will not reprint it immediately, we wish they would allow copy-flow reproduction of that book to be made until they are ready to reprint. In-and-out availability is frustrating and it also hurts your business because it falsifies demand. My acquisition department is apt to order an out-of-print book with great regularity every few months over a period of years. Also, availability encourages use in instruction. Teachers teach with books that are available.

We want new books before publication date, if possible, before they are reviewed. We know what we are buying in advance, and if occasionally we make a mistake, it doesn't make any difference. The smaller libraries have to be more careful and they do rely more heavily on recommendations or requests from the faculty. But this also changes with affluence. As the budgets of these libraries grow, the librarians buy more and more books--if not automatically at least quasi-automatically--and there will be less and less of this business of waiting for critical reviews.

"School Market" - George R. Reynolds, Director of Curriculum, Scarsdale Public Schools, New York

You can't hold a membership in my profession without talking about the "explosion of knowledge." We are all appalled at how much everyone has to know nowadays. We are appalled at how much children have to learn. What is different for us in schools is a lack of assurance as to what every child ought to know.

I think there are three kinds of questions governing the direction that education is taking in the public schools. Taking our cue from Jerome Bruner, we ask: What are the underlying structures of the disciplines; that is, on what bases do the disciplines investigate the physical world and the world's cultures, past and present? How do we enable students to discover something of these structures? And how do we communicate the worlds of these different disciplines to children?

If we start with these questions, then it is apparent that we will need different materials in the schools than we have used in the past. The single text, with its neat presentation of traditionally selected "facts," certainly will not do, for it is assumed that students will have to learn to gather ideas just as scholars do. The publishing world began to respond to this need by publishing trade books for children that deal with fundamental ideas on an intuitive level. The science books that you publish now are very popular. In one of our elementary schools the children kept track of the books taken out of the library. Biographies, as I recall, were the most borrowed books, and science books were next. I hope you will publish more good science books, and some with more meat to them.

In the social studies area the world is beginning to open up in the schools. We are looking for better books about how people live in other cultures--particularly in Eastern cultures, African cultures, and the Latin American cultures. Children, even at the elementary level, are interested in how other people live in other parts of the world, and are looking for books about those people that are authentic. Also at the elementary level, biography is extremely popular with youngsters.

At the junior high level children, if they had the books available to them, would become increasingly interested in the social sciences, in ideas of how the anthropologist, the archaeologist, and the sociologist go about their work. Geography is going to be popular again. It is going to come back on a realistic basis, and I think children will be interested in books on the subject.

Today's child, at all ages, is interested in the modern world and its problems. I am fascinated by the reception that The Catcher in the Rye, Lord of the Flies, A Separate Peace, and books of that sort have had in the junior high and in the senior high. These children are more interested in Holden Caulfield than they are in David Copperfield. That may be good or it may be bad, but I think it does indicate their interest in more identifiable heroes and in books that deal with problems they all recognize and sometimes share.

I would like to make a pitch for more good paperbacks at the elementary level. I would like to see them because I want to see children buy books. Elementary school children don't buy hardback books. They are bought by parents and grandparents and, of course, librarians. But these children will buy paperbound books if they are available and if they are good, as the paperbound clubs at the elementary level have demonstrated. And I want to see them buy paperbacks because I want them to put a little investment into these books out of their pockets as well as their minds.

Small children come in bunches for books. Something sets them off--something that happened in the classroom or on a TV show--and they all want the same book. Children who are seven or eight can't wait a month or two months for a book; they want it now. One of the advantages that might derive from the use of paperbacks in the elementary library is that it might enable us to do what we can't afford to do with hardbounds; that is, purchase multiple copies, and I really mean multiple copies, because sometimes at a given moment 12 or 15 children may come for the same book. We have tried using paperbacks in one of our libraries. If we don't have hardbound copies of all those paperback titles, we certainly have hardbound copies of most of them. But we can only buy one or maybe two. Paperbacks would not replace the hardbound books in any way, but would enable us to give the child the book when he wants it. With small children that is very important.

There is another area of education that I have not been talking about because I don't represent it and I don't know much about it--the sections where there is economic deprivation. I am sure these children also need good books, the best books. I am sure they will enjoy many of the same books that the children in Scarsdale enjoy. I don't profess to know much about these children, but I have an idea they need books that they can somehow tie in with their own experiences.

"School Library Market" - Cora Paul Bomar, Supervisor, School Library Services, North Carolina State Department of Public Instruction

The thing that disturbs me is that there seems to be a feeling that a different kind of material is needed in a school from the kind of books you want to publish. My concept of the school curriculum is that it would encompass all of the experiences that the child has in school. If you think about it just as his math lesson or his assignment, it does become a very narrow thing. I would venture to say that 98 per cent of the worthwhile materials you publish have curriculum value. You do not have to think in terms of a unique type of material. What you may have to do is think in terms of interpreting what you have that might make a contribution to the curriculum in some way. Don't think about books for schools and the curriculum as bargain-basement material, and books for trade or for the child who really wants to read as something special. They are one and the same thing; and the sooner we begin to realize this, the sooner we can go about our business, which should be to make these materials available quickly in a way that boys and girls may have access to them.

How do you keep books in print? How do we know what's in print? We use Books in Print, but when it arrives, it is out of date. At least 10 per cent of the books we may wish to order are already out of print the day Books in Print arrives. What happens to these books? Where do they go in hiding and from where do they come as remainders?

One of the decisions that publishers are going to have to make involves the kind of help you intend to give us so that we can learn more about the materials you have to offer.

The volume has become so great and the amount of money to be spent in a hurry is so large that we are going to have to ask you to help us.

Don't underrate the need for adult materials at the secondary level. I am not talking about materials that are written for so-called teen-agers. I am talking about good solid adult materials--fiction and nonfiction. Don't underrate that market at the secondary school level.

DISCUSSION

Kaplan: Before each of the speakers has another turn, I would like to summarize some of the more significant ponts that have been made.

1. There was agreement among the speakers that no special editorial concessions should be made to the school or library market by traditional trade publishers.
2. If in fact there is a special kind of book required by schools and libraries, which is not being supplied at the present time, publishers other than trade publishers should prepare such books.
3. Where books published in the ordinary way have a direct relation to the curriculum, publishers have failed to point out where and how these materials relate.
4. The industry has not yet solved the everyday business problems of how to supply schools and libraries.

Riley: Publishers are not only willing but anxious to provide books that will help children know more about the world exploding around them. We have done it so successfully that these books are now being used in thousands of antipoverty programs.

The point about fitting books into school curricula was intended for promotion people. They need to take the good books and let the schools know how they fit into curriculum use.

Publishers want to get books to children whether they are in the slums or in Scarsdale.

Titles I, II, and III obviously are giving us an opportunity we never had before to get our books spread among millions of children who did not have them before.

Lewis: Contracts for reprints of paperbacks forbid the reprinter from producing a hardcover book. This is not true with paperback originals. On originals, where we think the market can use them, we produce hardbound, sewn, properly made library books.

Audience: What is the difference between a trade book and a textbook?

Lewis: In our house the definition of a text was a book which had no market other than schools. Our market was only other than schools. The difference is growing dimmer and dimmer, and we seem to be arriving at a point where any book is a textbook. This is because the schools and libraries have changed, and I think we will not have to ask that question any longer.

Bomar: In North Carolina our definition of a textbook is a book that is used as a primary source for a course, a copy of which book must be in the hands of each member of the group.

EFFECTS OF PROMOTION AND MARKETING ON BOOK SELECTION

INTRODUCTION

Victor I. Bumagin, Vice President
The Macmillan Company

If we consider the process of book selection in the light of the librarian's professional orientation, there are certain inescapable conclusions. The professional librarian is trained to judge the intrinsic merit of a book. He is taught to evaluate the contents and physical qualities against a set of specific standards. He is asked to consider the book in terms of its value to a specific intended reading audience. Now consider the huge volume of books being published today. And against this background consider also the millions of dollars devoted by publishers to influencing these people, these professionals in the library field. How are these considerations reconciled?

PROFESSIONAL RESPONSIBILITY FOR BOOK SELECTION: THE IDEAL AND THE PRACTICAL, OR THIS IS A WHOLE NEW BALL GAME

Mary V. Gaver,[1] Professor
Graduate School of Library Services
Rutgers University

I am sure that you are as aware as I of the excitement and challenge posed by the availability of federal funds for public and school libraries across the country--as well as the hard work and in some cases unhappiness also entailed in taking advantage of these funds. It is the opposite of the situation faced by the four children in The Lion, the Witch and the Wardrobe when they first went through the door in the back of the wardrobe into the strange land of Narnia, where it was always winter but never Christmas. School librarians particularly have been working for a generation in a land where it was always winter but never Christmas, and this climate of poverty has dictated some of the practices which they have followed. It is my hope that now that Christmas has come and there is greater possibility of truly adequate resources for building excellent collections, many of these practices--some unconscious--will slowly be changed.

As librarians in school and public libraries, along with their teacher colleagues, move to expend these funds, the first thing one notes is the great sense of responsibility which is felt--responsibility to see that the funds are spent wisely and that the best choices are made. This sense of responsibility was illustrated in a recent experience with one of our graduates, now working in an elementary school. In her system a school in a poverty area, with no previous school library establishment, had been notified that it had been assigned $50,000 to establish a collection in the school of 450 students and that the money had to be committed in a working period of two months. Her first reaction was one of shock that anyone would think a responsible choice could be made in that period. I trust, however, that her next reaction was that using the skills she had been taught at library school, working with the teachers in the school, and making use of the wealth of bibliographies now available for elementary school library selection, she could make a responsible choice in that period of time--and was of course obligated to do so rather than to complain to her senator, which had been her first impulse!

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[1] President, American Library Association, 1966-67.

However, I point out that it is in this area of selection at elementary and secondary school levels, for both school and public libraries, that the responsibility is assigned to the librarians--working with the assistance of teachers--rather than, as is the case in college libraries more generally, to the faculty with the assistance of the library staff. I would say that the criteria for evaluation of materials in school libraries are the same as those in public libraries, although the policies for building collections differ.

School and public librarians, both, hope that publishers will continue to study the new curricula and the program innovations in the schools and provide the materials called for as rapidly as possible and as economically as feasible. Those of us who make an effort to understand problems of publishing recognize that the integrity of the author-publisher relationship is essential. Creative writers and illustrators can't be required to write to order, but librarians and publishers and authors alike are all living in a new world with a number of needs for different kinds of materials about which we have all got to learn. We recognize that it will take time; but as authors and editors and librarians become acclimated to this new world, we librarians have faith that you will produce creative new books to help us serve new readers living in a new world.

School Library vs. Public Library

School library collections, if they are quality collections, represent all subject areas in which children and students are interested, and in addition, in military terms, have a basic mission to provide all materials needed by teachers and students. A major difference between school library and public library collections for children or young people is that the school library must stand alone and be adequate both quantitatively and qualitatively to serve classrooms as well as its own needs as a central collection. For this reason, with federal funds becoming increasingly available, it is not unusual for even a small school system which never before ordered trade books to order 25, 50, or even 100 copies of many titles in order to establish elementary school libraries or to provide adequately for its secondary school needs.

School librarians particularly do have other needs in building their collections. One is the need for duplication of materials within their collections to meet continuing and recurrent needs and to serve at the crucial moment multiple-class demands. In buying to meet such needs, the wise school librarian makes use of a variety of titles as well as multiple copies of the best titles. It is my hope that in maintaining an ever normal granary, both school and public librarians will follow a policy recommended by Lionel McColvin, the English librarian. That policy is the development of a list of essential titles for each library, with periodic shelf-checking to identify availability, and purchase of whatever number of copies is necessary to assure constant availability. No girl should have to wait 18 months to read The Borrowers and no boy an equal length of time to find Henry Reed or Homer Price on the shelves.

My observation in schools also points to another characteristic which affects your selling and advertising practices. In schools the sharp wall which you create in marketing trade books versus textbooks is no longer realistic. A textbook or a so-called supplementary textbook is used in one classroom as a textbook, and in the classroom next door as a trade book, for recreational reading.

Another difference between the school library and the public library in building collections is the growing importance of the school library as an instructional materials center and the use of newer media for individual reading and viewing, not group use alone. There are times when a record or more frequently a film or filmstrip can fill a gap for which little or no book material is available. And the sight of two or three second graders at Mt. Royal School, Baltimore, sitting around a viewer watching an EBF filmstrip on Vanishing Prairie, or the Weston Woods filmstrip on Time of Wonder--both books much too hard for them to read--has speedily educated me on the need for correlated materials in multimedia form.

Many more school librarians are becoming as knowledgeable in the selection of nonprint materials as they are in the selection of books, and more and more school libraries are incorporating this principle in their collections; this too is a continuing difference between school library and public library collections, although many children's rooms in public libraries make very effective use of excellent and rich record collections.

A totally new but important area for many school libraries is the building of a collection of professional materials for teachers' use. Publication of The Teachers' Library: How To Organize It and What To Include by the American Association of School Librarians and the National Commission for Teacher Education and Professional Standards (National Education Association, February, 1966, $1.50) provides an excellent list of materials both for a collection in a single school building and for a system library.

In the current market one of the most pressing needs is for you publishers to keep your good backlist titles in print. In this connection I beg of you not to underrate the importance of the delayed buying which comes to you from the retrospective catalogs. Any publisher should, for example, commune seriously with himself before letting any title in the Children's Catalog go out of print.

Three Categories for Book Selection

The ideal toward which we work in both school and public libraries is to make available to children and young people as wide and rich a collection of books and other educational material as they need. But what are the practicalities of the situation, the procedures used in the selection of books for schools and libraries? In describing the actual situation, I think I have to predicate three different categories. Achievement of our ideal perhaps grows progressively poorer in each of these categories.

First, there is the public library or school library system in large cities or school districts where there is a coordinator to organize the procedures, to secure approval copies for examination and reading, and to expedite the business procedures with real know-how. As more and more book examination centers are established, through such sources as Title III funds of the Elementary and Secondary Education Act, local reviewing will increase; its effect, in my opinion, is as important in improved book knowledge on the part of staff as in improvement in the actual selection of new titles. In many public library and school library systems continuing use is made of current and retrospective reviewing aids, in addition to personal examination. A type of list produced by some public library systems is the retrospective replacement list, involving a systematic review of established collections by subject areas, and resulting in a selection of backlist titles for reordering. This kind of tool would seem to me to be exceedingly helpful in reviewing collections for school libraries. But all of these activities are limited to the relatively small number of school and public libraries which are parts of systems and are provided with qualified consultant service or supervisory personnel to set up and organize such a program.

The great bulk of school librarians and public librarians in charge of children's and young adult buying, however, can only rely on the available retrospective bibliographies and on current reviewing tools whose strengths and weaknesses they know through long usage. My experience and the experience reported to me by librarians, including our students at Rutgers, indicate that at present the coverage both of retrospective bibliographies and current reviews is more satisfactory at the elementary level than at the secondary level, more satisfactory for general trade books than for supplementary textbooks, and more satisfactory for books than for any kind of nonprint materials.

I have frequently quoted another school library specialist as saying that school librarians had been caught bibliographically short in the curriculum explosion of the past decade. This is still true, in my opinion, for the senior high school level, and perhaps it is not reasonable to expect it to be otherwise. As it now stands, however, senior high school librarians and teachers have to provide themselves with a wide variety of specialized bibliographies and reviewing tools in order to make adequate selection.

My third category, however, consists of the schools which lack any kind of library staff, and we know from the National Inventory[2] that they constitute a large number--many private and parochial schools and a large proportion of elementary schools, now provided with sizable funds for library books for the first time. We need not be surprised that principals who have to administer such funds without the help of personnel who have know-how in the selection and purchase of materials turn to the easiest expedient--sole reliance on publishers' catalogs or on the personal advice of publishers' representatives. We know, however, from the experience of American Association of School Librarians consultants at educational conferences that many more principals search for and succeed in finding professional advice. Many of us hope that the guidelines, at either the state or federal levels, will give stronger support to the provision of qualified personnel in the new programs which are doing so much to improve school library and public library collections. More and better qualified personnel are being added now through Titles I and III of the Elementary and Secondary Education Act, through the National Defense Education Act institutes for school librarians and media specialists, and through stronger state programs. We now have only ten states, and those the ones with lower density of population--though no less important for that reason--which still lack state school library supervisors, and the number of school districts with district-wide supervision is increasing rapidly. These developments are the key to the situation of providing more and better personnel to select library materials.

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[2] National Inventory of Library Needs (Chicago, American Library Association, 1965).

FIVE ASPECTS OF PROMOTION

"Space Advertising" - Elizabeth A. Geiser, Sales Manager, R. R. Bowker Company

If we could eavesdrop around the conference tables at some of our companies when the topic of taking advertising space comes up for discussion, we would probably hear a variety of reasons put forth for taking that space, ranging from the one extreme that says, "Well, it won't sell a single book, but it will make the author happy" to the other extreme that says, "Oh boy, get out those tally cards, sharpen the pencils, and let's get ready to count the orders when they roll in." Somewhere in the middle of these two extremes is the reason that seems the most realistic to me, and it simply says, "Look, in the institutional market, with orders coming in indirectly through wholesalers and on institutional order forms, it's hard to attribute orders directly to an advertisement." Space advertising is one step in a multifaceted effort to bring the book to the attention of its audience. Eliminate that step, and you knock out one of the supports for your campaign. Retain it, use it well, and you strengthen your total effort.

What are some of the media available to us to help strengthen that total effort? Ulrich's International Periodicals Directory lists no fewer than 110 journals in the field of education that carry advertising, scores more that focus on particular disciplines or subject areas. I'll mention some of the high spots:

LIBRARY:	Wilson Library Bulletin, Library Journal, ALA Bulletin, The Booklist and Subscription Books Bulletin, College and Research Libraries, Choice, Special Libraries, Publishers' Weekly, Horn Book, School Library Journal, Top of the News, School Libraries.
EDUCATION:	Grade Teacher, The Instructor, Elementary English, English Journal, The Science Teacher, Reading Teacher, School Management, NEA Journal.
COLLEGE:	There are scores of journals in each of the academic fields, and because teachers and librarians have general interests as well as professional pursuits, we can reach them through such general media as The New York Times and Saturday Review.

How can we use this space to best advantage? We can, first and foremost, avoid hyperbole--the exaggerated claim--recognize that we are dealing with professionals, and give them the facts!

1. The importance of the book review has been pointed out. Get double and triple mileage from a good review by featuring it in an ad; feature a critical appraisal from a subject specialist.

2. If you are bringing out a new book by a well-known, well-loved author, headline the author's name--with a picture. It will attract more attention than just another book title.

3. The list ad that doesn't push any particular title but

says, "Here's the over-all flavor of what we'll be serving up for you this season; watch for it," is the kind of ad that whets the appetite.

4. The institutional ad gives information about the company and provides a golden opportunity to take that inanimate company name and translate it into flesh-and-blood personalities. People like pictures of other people--a lot more than pictures of scrunched-up postage-stamp-sized books. Feature pictures of some editors who were behind a particular editorial project; introduce your new library promotion director by way of a photo and a few words about his professional background.

5. The mail order ad, although I believe it is infrequently used in the institutional market because of the nature of the buying process, is the ad that stands stockily and sturdily on its own--out there in space--and says, "Here's the product; here specifically is what it can do for you; buy it now--TODAY--on the attached coupon."

How can we judge the effectiveness of our ads? In the sign-off we can call for action and code the ad to make the action traceable. Offer a free catalog, a free descriptive brochure, and in urging the reader to write in for it, instruct him to write to Mr. X or Miss Y. (Be sure Mr. X and Miss Y don't usually get involved in daily correspondence.) Or use a box number, a suite number, or a particular department label. My department is called Sales and Promotion, but I sometimes change that to read Publicity and Promotion Department as a key.

You won't get scientific results! You probably won't be able to go to your treasurer with a broad grin and say, "Look, I spent X dollars and I got back Y dollars from that ad." But, given the right ad in the right medium, you will get firm assurance from the replies and requests that come to you--and from your year-end sales picture--that somebody out there is listening, is reacting, and is responding!

"Book Reviews" - Marie A. Davis, Coordinator of Work with Adults and Young Adults, Free Library of Philadelphia

Book selection and review media cover such a wide range that it is difficult to pinpoint. In the well-organized library--not necessarily the big library, but the well-organized library, run by professional people--book selection is jealously regarded as the highest prerogative. The librarian wants to have the choice of determining what goes into or what does not go into his collection.

Book selection, if it is to be done well, is tremendously time consuming. It requires a great deal of skill to match the ever-widening world of knowledge to the ever-changing nature of the community. Of course we have book-selection policies. We have guidelines established. Yet, even within a given library, applying the same principles and the same policy, there will be widely diversified and strong opinions regarding whether a book should be selected or rejected. The human element must enter into the picture. Literary quality is a very difficult and elusive thing to define, and often a difficult thing to justify in the case of the controversial book. As far as libraries go, I think review media should be used widely but should not be depended upon entirely. The wider the range of the review media, the better the range of knowledge and the better the approach to selection. Most librarians who can, do not wait for reviews. Most librarians prefer to examine the book and rely upon the staff review. We feel, though we like to examine the books and rely upon the staff reviews, that review media are extremely important because they represent a body of critical opinion; and however diverse it may be, it helps to round out the book-selection picture. The competent librarian recognizes the competence of others--the specialist, the scholar, or the critic--and also recognizes when they are not so competent.

Review media are relied upon in different ways, from different points of view: first, for preselection for determining which books will be purchased as review copies; second, to judge the book at hand; third, to reaffirm staff judgment; and fourth, to provide a body of critical opinion where various points of view should be brought into consideration in judging the book. Often the experimental book by a new author, for example, requires examining the points of view of many critics, as well as our own staff reviewer's point of view within the library, to determine whether this is a voice of the future or a cry that will soon be forgotten. You've seen the term--we all use it glibly--"mixed reviews." We feel at the Free Library of Philadelphia that when there are "mixed reviews," the book requires a great deal of thought and attention simply because it has commanded this much attention in the review media.

The basics used by almost all libraries at almost all age levels are Kirkus, the ALA Booklist, Library Journal, School Library Journal, Saturday Review, The New York Times, and Book Week. A few figures imply the dependence on review or the relationship to reviews at the Free Library. For example, in the children's department 1679 books were reviewed in 1965; of these, 1035 were purchased. In the young adult area--this may surprise you--only 420 were reviewed, 225 were purchased. This does not mean the difference between the two were all rejected. Some were turned over to the children's collection or to the adult collection. In the adult field 14,700 books were examined and only 100 were rejected. I think this tells you a story about the way we operate.

It isn't fair to judge the scope of coverage by these figures because replacement--retrospective buying--is extremely important. And in the children's section there are approximately 3000 to 4000 titles on an annual replacement list. In the young adult field, while only 420 current books were reviewed in 1965, there are about 650 on the replacement list of the same year. And in the adult field approximately 3000 to 4000 titles are purchased as replacements each year. Children's librarians rely less on the review media because they do get review copies and the very fine relationship established with publishers guarantees a flow of books to them for consideration.

Carolyn Field, who is our coordinator of work with children, feels that reviews are used mainly for reaffirmation. She cites the following as the review media used: Book Week; The New York Times; the Bulletin of the Center for Children's Books; Horn Book; Young Readers Review, particularly the section "A New Look at Old Books"; Elementary English, which is required reading for all of our children's librarians because we know it has a tremendous influence on the schools, which is felt indirectly of course in the public library; School Library Journal; Saturday Review; and Science Books. We use these to get an idea of categories to round out collections and in preparation of lists, but not so much for preselection.

In the young adult field there was a happy marriage between publishers and young adult librarians that helped to create the young adult market. But the honeymoon is over now and a little boredom is setting in. This market is another area for dialogue--just what is a young adult book, and what are young adult selection principles? I know that publishers are incensed at times when young adult librarians seem to take a rather cavalier attitude in rejecting some of their books. The young adult librarians on the other hand say, "Why do all publishers think all young adults love animal books?" Kirkus and Book Buyer's Guide are used by our young adult librarians to order review copies for examination. As far as evaluative point of view, Margaret Scoggins' "Outlook Tower" in the Horn Book is regarded as extremely valuable. To a lesser degree they use The New York Times, Saturday Review, and Book Week.

In the adult field the review media are used most widely in all areas--to preselect books, to judge current books at hand, and to evaluate and locate very special titles in order to make our collections comprehensive. The spectrum of knowledge to be represented in the public library today is a tremendously frightening and overwhelming thing. Our audience ranges from highly educated scholars to the undereducated, who are commanding a great deal of political influence in the metropolitan areas and must be served by libraries. Otherwise, they are going to find a way of getting library service themselves; I have been told this by some of our Negro leaders.

The basics in the adult field are Booklist, which is subjective, has good objectivity, but is often too late for our review purposes; The New York Times for its coverage and popularity; Book Week, which we feel is of good quality but a little late; Kirkus for its timeliness. Some review media emerge here that are not used as much for children or young adults--the "PW Forecasts" are very important and the New York Review of Books is valued for its intellectual approach. Choice is used widely. We rely upon it very heavily, not only to pick up the titles that are missed in other media, but for special features.

Often the reviews of new editions are Xeroxed and placed with the book in the New Book Room, for every week we buy reissues--that is, we list among the current books new editions as well--so we are doing retrospective buying weekly as well as through our special replacement list.

Our subject specialists look at the general media to eliminate the poor book; they look at the specialized journals to acquire the noteworthy book. Over 50 of these journals are scanned constantly by the staff in our business, science and industry department, for example. In the field of literature, for retrospective buying, Kenyon Review and Partisan Review are used, but unfortunately they are not timely enough to be used in the initial selection. The British Bookseller is used quite widely, particularly the spring and fall issues. In the fiction department Books Abroad is used a great deal for novels in translation; Americas from the Pan American Union; and Partisan and Kenyon reviews.

Various viewpoints are considered in our New Book Room, where, for example, we consult Bestsellers, a publication of the University of Scranton, which ranges in quality from the provincial to the urbane. America, Commonweal, and Jubilee are used to understand and represent the Catholic point of view. The New Yorker and Harper's are used for their special emphases and points of view.

What about public reaction to reviews and demand as a result? Apparently in Philadelphia nearly everyone does not read the Bulletin, for we have the New York Times crowd coming in every Monday with, "I want this book." The impact of The New York Times reviews on the public far outdistances any other medium, to the best of our knowledge.

To a lesser degree we do have some pressure from reviews in magazines such as Time or the New Republic. However, the most strident demand from our patrons comes from television, radio, and the movies.

In the Philadelphia area the school librarians attend our children's book meetings and some of our young adult book meetings. We also have an annual spring book review, which summarizes the children's and young adult books of the year. I know the school and suburban librarians feel the need for these reviews because unfortunately book examination centers are all too few.

I think lists and catalogs are certainly going to be used a great deal more than the review media in this mass purchasing program which is resulting from federal funds. The Elementary School Library Collection, I am sure, is being used as a tool for tremendous order projects. We have found, in the adult field, that the catalog of the Julian Street Library is useful; also Choice's "Opening Day Collections." And then, there are special things such as the Gale Research publications. The latest one we have is the Management Information Guide, which happens to be compiled by one of our staff members, Jim Woy of the Business Mercantile Library.

The general and the special, the current and the standard, are all equally important in developing library collections.

"Exhibits and Meetings" - Thomas J. McLaughlin, Director, The Combined Book Exhibit, Inc.

Exhibit opportunities are becoming so numerous--and multiplied--that publishers are going to want to become somewhat selective in their exhibit scheduling. The other day I referred to the 1930 American Library Association conference printed program--the first ALA conference I attended--and I counted, as listed in this 1930 program, nine exhibits of trade book publishers. At the 1965 ALA conference in Detroit there were 107 trade book publishers having their own booths. In addition, there were 145 publishers whose books were represented in The Combined

Book Exhibit and who did not have their own booths. There were also 94 publishers who had books represented in The Combined Book Exhibit who also had their own booths. This is a multiplication by almost 40 of publisher representation since 1930.

I report these statistics only to dramatize the growth of trade book representation at library conferences. The rate of growth at educational conferences is at least proportionate. In 1939 we took The Combined Book Exhibit to a National Education Association conference in San Francisco, and I could not find another trade book there. We were ahead of our time then, but today many trade books are shown at educational conferences.

Today exhibits are big business and the exhibitor finds himself in a sellers' market. The seller I refer to is the professional association holding the conference and selling exhibit space. Here professional responsibility has not always been maintained. In the early days it was hoped by professional associations that the revenue from the sale of exhibit space would contribute to the cost of the conference. Later it was hoped that exhibit sales might entirely underwrite the conference costs. Now, exhibit space sales, in many cases, exceed over-all conference costs. Considering, further, the increasing labor costs, transportation, and decorating costs, exhibiting is becoming increasingly costly.

And as this trend continues, another--and compounding--negative factor becomes apparent. The time allowed delegates at conferences for visiting the exhibits seems to be diminishing in reverse ratio to the revenue received by professional associations from exhibit-space sales. There are exceptions, but the programs of conferences are becoming so heavily burdened with meetings and field trips that there just is not enough time allowed for visiting adequately all of the exhibits. We know this because educators tell us it is so, and they complain about it and resent being frustrated and tempted by the availability of so many attractive books with which they are not allowed enough time to work. Yet the publisher feels he must exhibit at these meetings. Because of the transition to the use of trade books in the curriculum, the teacher now has a new responsibility thrust on him in having to become involved in book selection, in many cases for the first time in his individual experience. Many teachers are not trained or prepared at this point; but the new generation will be, because more and more courses and workshops in children's literature for teachers are being organized and patronized.

But in the meantime publishers can support these educators in their dealing with this new responsibility of book selection in the following ways:

1. Publishers can prepare, and in fact, do prepare, well-organized catalogs for the school market.

2. Publishers can make their books available for examination at conference exhibits.

3. Ideally, publishers can combine these two features by having at educational conferences a catalog (for checking) of their books on display for comparison with the catalog and the books themselves, either in their own booth or in The Combined Book Exhibit, or in both.

I consider the primary purpose of book exhibits at library and educational conferences to be that of exposure--not of immediate or direct sales. Many libraries and schools buy through jobbers, and most of them prefer to take their marked catalogs and notes back to their library or school for further checking against their holdings. Exhibits also give publishers the opportunity to meet, in their booths, individuals responsible for the selection of books and to get acquainted with the activities and buying mechanics of the organizations represented by these individuals.

Because there is an increasing number of library and educational conferences each year (The Combined Book Exhibit will cover between 70 and 80 in this calendar year), the publisher is faced with the problem of where to stop spending. While some of my earlier remarks might have seemed negative, I do want to make it clear that the exhibit picture today is a good one--especially if the abuses of which I spoke are corrected, and I hope most of them will be. The reaching of this market through the medium of exhibits makes very good sense.

If the reception given exhibits at these conferences were not at least hopeful, this trend to more trade book exhibits would not be developing. However, some of the smaller publishers are going to have to be selective in their exhibit program--especially in the more specialized areas. We find that teachers and librarians do appreciate the availability of books for examination, wherever these books may be--at conferences, in their schools, at examination centers. They need these services, and today they expect them--and these services will develop book sales for publishers. Book exhibits are a fact of life now with publishers, and the problem is no longer whether to exhibit or not, but how economically--and more importantly, how effectively--to serve this new and growing market with book exhibits.

"Catalogs and Direct Mail" - Robert J. Verrone, Director, Library/Bookstore Division, Prentice-Hall, Inc.

Perhaps I should admit my prejudice right at the outset. For effectiveness, I like the direct mail brochure that is carefully designed to reach a particular segment of the library market and is devoted to a single book or to a small group of related books. I am less than enthusiastic about spending a large portion of an advertising budget on catalogs. I find that catalogs are less effective as selling tools either in the hands of a salesman calling on libraries or in the mails. Catalogs incorporate a wide variety of titles and are used to reach as many markets as possible.

We publishers send three major types of catalogs to librarians:

1. There is the general catalog--the complete catalog--

done either in the spring or fall. It covers the new books for that season, together with a complete backlist. It is supplemented the following season by a smaller catalog on the new books. These catalogs are distributed to bookstores of all types, wholesalers, schools, libraries.

2. A second type of catalog is the graded list, designed primarily for schools and school libraries. In these catalogs publishers divide their new and backlist titles into various grade levels and into subject areas within grade levels. Annotations in a graded catalog are usually taken from review sources.

3. Recently I have seen an increasing number of subject-area catalogs distributed by publishers, sometimes as a refinement of a graded list. They are, of course, smaller, probably less expensive to produce, and I suspect, more effective. This third type of catalog focuses upon a smaller number of related books, and it can be routed easily through a school system to particular department heads.

Librarians find a catalog useful as a reference tool to check the spelling of an author's name, to check his affiliations, or to identify his other books; but they do each of these things after a title has been selected. In the many libraries that I have visited, I have seldom seen a publisher's catalog used in any manner other than to stuff a file cabinet. Every so often a librarian fails to receive a copy of our catalog. I promptly receive a complaint. I send him a copy, but I always wonder if he is actually going to use it to select books. I seriously doubt it. In medium- and large-size houses, I am convinced, if the expenditures for library catalogs exceed 25 to 30 per cent of total direct mail budget for libraries, either you are concentrating too much on catalogs or your total budget is too small.

I favor the direct mail brochure that is devoted to a single book or to a closely related group of books. In this type of promotion a real selling message can be developed. The copywriter has the opportunity to point out the usefulness of a title, either in his own words, or preferably, in the words of a reviewer. He can relate the book to curriculum needs, or he can concentrate on how the book will meet the needs of a type of borrower--the slow reader, the accelerated student, or simply the special little ten-year-old girl who likes poetry. The direct mail brochure that spotlights a real need within a school or library can sell books. It is acted upon and the books are purchased, or it is thrown in the wastebasket. Personally, I prefer to see a piece of advertising tossed away, rather than filed away in some steel cabinet. It gets a reaction, positive or negative; it is not treated with indifference.

Another beauty of the direct mail brochure is that you get a response of some type. You key your reply cards for the various lists that you use. You can tell which type of library is buying your book and which is not. Furthermore, after you have done a number of mailings, with results varying from very poor to exceedingly good, you can begin to gauge very early in the selling campaign how well a book or group of books is going to do in the institutional market.

On those few occasions when I have used outside mailing lists, I have used the Bowker lists with good results. I have used the Kenedy lists for mailings to Catholic libraries. There is also the Educational Publishers' Center in New York, which lists elementary and secondary schools according to size. One other is the Education Mailings Clearing House in Missouri, which I know some publishers have used with success.

Don't let your promotion people forget good clerical help. If they are typing their own letters or doing their own filing, they, as creative people, are wasting good sales time. Don't permit them to waste prime sales time anymore than you would your salesmen.

"Public Relations" - Ray M. Fry,[3] Coordinator, Educational Relations, Field Enterprises Educational Corporation

A school and library consultant program should have seven general objectives:

1. To maintain and enhance the reputation of the company and its products through service.

2. To supplement the services provided by the sales force.

3. To provide information leading to maximum and most effective use of our products.

4. To inform future teachers and librarians about our products.

5. To maintain effective contact and rapport with organizations in the school and library fields.

6. To gather and process information on federal aid to education.

7. To provide effective feedback from all areas of contact.

The ongoing activities of school and library consultants include regular scheduled visits with supervisors in city schools and libraries, key personnel in state departments of education and state libraries, and professors in colleges and universities training teachers and librarians. Follow-up activities after these visits include such things as personal correspondence, the recommending of product placement, and feedback to the home office in the form of reports.

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[3] As of 1967: Director, Division of Library Services and Educational Facilities, United States Office of Education.

Additional goals for a school and library consultant program could include:

1. Developing effective workshops, institutes, or other contacts with teachers and librarians to help them make the best use of materials.

2. Studying ways to detect educational trends, to assess them, and to make effective inferences and predictions related to our products.

RESPONSES FROM THE SCHOOL AND LIBRARY AREAS

"State Administrators, Title I" - Louis A. Dughi, State of New Jersey

In the Title I projects in New Jersey, of our eligibility of $25.6 million, $24.6 million worth of projects has already been approved. Of these, 285 projects in part or in full are directed toward the improvement of reading. These projects are also designed to establish, extend, and improve school libraries and school library resources, and to provide personnel which are currently not available to staff these facilities. A rough estimate, through a sampling process, would lead us to believe at the present time that of the $25.6 million in Title I projects, approximately $2 million will be in print or nonprint instructional materials. In Title II, which brings approximately $1.50 per child for a five-year period to each school district in New Jersey, public and private--over 2000 school districts--almost every public school has had its project approved. This is approximately $2 million. About one-third of the private schools now have received approval for about $400,000. Altogether we expect to put about $3.2 million into print and nonprint instructional materials in the state during 1966, and with the grace of Congress, for the next four years to strengthen library resources. Three dollars out of every four are going directly into printed book materials.

Providing qualified personnel, cataloging materials, selecting books, getting the books once the orders are placed, getting them into the hands of the children, are problems that face the local districts but not the State Department of Education. Under Title III, which has $2.33 million for New Jersey, we have sent to the federal government 82 projects for over $7.5 million. Twenty-one of them have been approved for almost $2 million, which leaves an eligibility for the remainder of 1966 of about $300,000. There will be projects submitted for many times more than the monies available. A good number of the Title III projects are directed toward the instructional media center. This is the accumulation of print and nonprint materials on a regional, county, and local district basis to provide better resources for the children.

If we put these all together, probably over $6 million will be spent in New Jersey on print and audio-visual materials in FY 1966. If we multiply that by five years, this means $30 million, since Title I is planned to be extended for at least a fourth year and probably a fifth.

I don't know whether you will be able to keep up with the market or whether the books can be made available. I think there is a need for extreme cooperation between you and the local school districts. In terms of providing materials of instruction that will directly affect education of the youngsters in schools throughout the nation, let us hope that the book publishers and the schools complement and cooperate with one another, so that the materials of instruction are provided quickly and efficiently, the selection process is suitable, and the materials of instruction are adequate to meet the needs particularly of the impacted children.

These children, and we have visited them in the slum areas in Newark, Camden, Jersey City, Hoboken, and Bayonne, need materials that are geared to their ability level and that will reflect things in which they might be interested. It is also going to be a job of no small magnitude to equip teachers who are able to work with these youngsters and not only interest them in print and nonprint instructional materials but get them simply to attend school.

"State Administrators, Title II" - Cora Paul Bomar, Supervisor, School Library Services, North Carolina State Department of Public Instruction

Title II has as its single purpose the improvement of elementary and secondary education. The improvement of school libraries is not a by-product; it is essential in order to supply the instructional media in an organized way so that they can be used most effectively in a teaching and learning situation. Title II is a state-planned program implemented through the execution of project proposals initiated at the local education agency level. Everything that happens after the project proposal has been approved is in terms of selecting and acquiring some materials to satisfy one small instructional need. This fact has some relation to what publishers do in promotion, because no book is allowable if it does not fulfill the purposes that have been set forth in a project proposal.

The Title II definition of instructional media covers the waterfront in terms of all appropriate printed and published material: books, maps, globes, photographs, pictures, and all kinds of audio-visual materials. It is true that in the first year most of the money was spent for the thing that people knew they needed most: books, and in most instances, not textbook-type material but library books. We would all hope that this would continue. But a lot may depend upon whether publishers can supply the books, because if there is a great deal of difficulty in fulfilling this need, the automatic reaction will be, "Let's turn to something we can get and get easily." This might in a way be a warning to you.

Another thing that probably will happen, as there emerges more bibliographic control for the other types of instructional media which are needed in schools--needed, perhaps, more than books in many school situations--will be more emphasis placed on turning from the book to other types of instructional media. This possibility is not of great concern, because the amounts of money are so great in terms of what we have had in the past that any type of instructional media that can be made known to the people making the selections will be given attention.

As professional people we have a responsibility to ask ourselves what we can do to help you in fulfilling the role we are asking you to assume. In some states there is a great deal of talk about setting up examination centers that will help eliminate the unfair exploitation in asking for review copies. If this happens, there are certain services that you probably will need to consider in order to help us make the examination centers function and fulfill the role intended. How are we going to know what is available? The individual brochures interpreting one small group of materials are excellent, and I would not want them discontinued. But we must always keep in mind the huge volume. How are we going to be able to keep up and know what you have?

Under the combination of Titles I and II the federal expenditure for materials (and right now a great deal of this is going into books, and we hope this will continue) will be anywhere from $2 to $25 or $30 per pupil. This *is absolutely fantastic.* We have not yet begun to realize what this may mean. Title I does not usually have the built-in controls on the selection of materials that Title II has. But yet much more money will be spent through Title I.

You may be the leaders in interpreting what kinds of materials will be purchased through Title I. If this happens, if we can get in there and do the professional job that we should, it is going to mean that you will have a greater responsibility to practice high standards of ethics. In the past you have had; I would say to the nth degree. I think that sometimes you go out of your way not to exploit this power that you have. But in the future you may have even greater responsibility in this role.

Various questions come to mind: What is a supplementary book? What is a library book? What is a textbook? What's going to be placed in the classroom? What's going to be placed in the library? This is an area where all of us are going to have to do a great deal of rethinking. The educational profession has not cooperated with you as well as it should. Maybe one of the things that you will need to do is to make some kind of compilation, by states, of how to submit materials for so-called supplementary adoption; how to send review copies of library titles. I am sure that many of you are now having to spend too much money in some instances because you don't know what the procedure is state by state. I don't know whether we are the ones to initiate a method of gathering this type of information or whether it is up to you, as individual publishers or as an industry, to get it.

"Curriculum Coordinators" - George R. Reynolds, Director of Curriculum, Scarsdale Public Schools, New York

The candid observation seems, happily, to be acceptable in this conference. So I should like to tell you that my secretary measures the productivity of my day *not* by the amount she finds in my "out" basket but by the amount she finds in my *wastebasket*. When teachers or administrators in the school system ask me how I am, I say, "I'm drowning." I'm drowning in paper.

But I do use all of the means that you have talked about for reaching the schools. And I have never thought before that they conflicted in the service that they rendered to me. I do use the direct mail and the advertisements, and their service is that they bring to my attention books that are available and I can begin to decide whether they are of value to us. As a matter of fact, what I usually do is to put those that I think have no immediate use for us in the wastebasket and those that I may want later in a file, which I use for follow-up.

I read the reviews in many of the publications that have been mentioned here. I am particularly interested in the reviews in the areas of science and math. For that purpose we use The Science Teacher, Children and Science, Scientific American, Mathematics Teacher, and Arithmetic Teacher. These help me to decide whether I should bring the books to the attention of librarians or teachers working in curriculum, or teachers that I know have a particular interest or a need.

The catalog I receive I take out of the envelope and put directly into my "out" basket; I don't even look at it. But it is useful, because I am also involved--and so are teachers--in ordering, and this is the purpose for which we use catalogs. I must confess that I never thought of using a catalog to determine what books were available to me.

The person we probably rely on most in the selection of books is the librarian. In our school system, at least, the librarian gets good and valuable assistance from teachers, who also read The New York Times and various other sources of book reviews, who go to exhibits and see books, and who are very much aware of what they need and, I think, quite aware of what is available. The librarians are also assisted by receiving the assignments that teachers give; that gives them an idea of the areas in which they may need to look for more books. They use teachers' bibliographies and help teachers make bibliographies, and this is also a source of help to the librarian in selecting books.

Of course, my most frequent and extended contact with publishers is through the sales representatives of textbook publishers. I like to see them because they are a very knowledgeable and helpful group. But only one representative of a diversified house ever mentioned any book other than a textbook to me. Now sometimes the sales representatives complain that just handling the textbooks is more than they can do. But the wise sales representatives, and that's most of them, I think, know their schools and they know what will interest the school and what will not. But it occurs to me that representatives of those houses that are diversified and have books other than textbooks--whatever a textbook is--might at least bring to my attention other books published by their house.

My assumption is that there are schools that like the packaging of materials and the sets of books. Otherwise I don't suppose you would do it. My own personal reaction to sets of books (and I use the word "set" loosely because I think some publishing houses use it loosely) is that they sometimes have quite a wide range in quality of materials and even reading levels. I look at them with a somewhat jaundiced eye. When I know that principals are asking for sets, I wonder if they have looked at the books in the sets, and I wonder which of the books they really want, and I wonder if there are enough of them to justify the presumed economic advantage in buying a set. I think more and more schools will be looking at each book individually and deciding in terms of their specific curricula. There is something "packaged" about the curriculum that can accept a packaged set of materials, I think, and this goes for packages that include things other than books. And here again I personally take a somewhat jaundiced view. If there is a film strip in the package, the fact that it was produced or marketed by the publisher does not entirely convince me that it is the one we want to use,even though we want to use the book.

"School Libraries" - Richard L. Darling, Assistant Director, Department of Instructional Materials, Montgomery County Public Schools, Maryland

As school libraries expand and as instructional materials programs improve in schools, it becomes more and more the job of the teacher to select materials with the librarian, and less and less the job of the librarian to select materials in isolation. Therefore, it becomes increasingly important that your communication methods reach teachers, and this, I think, they are not doing as well as they are reaching librarians. I am not sure that it is in any sense your fault, for certainly you are providing us with great quantities of information about books. But the fact remains that many of our teachers are not reading book reviews. Fewer and fewer of them, at least from big school systems, can be spared to attend the meetings where you have this great increase in exhibits. Your catalogs and your direct mail come to us in the central office, but these are seldom getting to the teachers. Workshops are helpful, but I would question whether consultants are going to make a very big dent in reaching all of these teachers.

I see no alternative for acquainting teachers with materials. Is the creation of examination or review centers within large school systems or among cooperating smaller school systems the answer? Probably some of you who know Montgomery County are thinking, That's what I'd expect he would say; no one gives us more trouble in getting review copies than Montgomery County, Maryland. But the fact remains that we are able to acquaint our teachers with materials through an extensive review and evaluation program in which we involve over 10 per cent of our over 5000 teachers, all of our subject supervisors, and all of our school librarians in the review and evaluation not only of trade books but of textbooks, films, the entire gamut of instructional media which we use in our school system.

You do a superb job of acquainting school systems with children's books, but for senior high schools we are buying about 90 per cent adult materials. The work in young adult evaluating nowhere meets the need annually of materials for senior high schools. We need to be better able to get at adult materials, some of them highly specialized, which will be appropriate for our schools. We currently have a $46,000 Title I project in which we are going to add 10,000 additional volumes in a senior high school. Where are we going to find out what the 10,000 volumes are? We aren't being provided with that information, and undoubtedly it is our fault because we haven't told you what it is we want. We need to create some way of having a dialogue, so that the adult materials of excellent quality which you are publishing will be selected and purchased for secondary schools.

"Public Libraries" - Mary H. Dana, Assistant Chief of Circulation, The New York Public Library

Before we all drown in federal aid to education, which, I have a feeling, is a great tidal wave about to sweep over us, please do not forget the public library; we are also in there and running. We may not have become quite so suddenly rich as the school libraries, but we are still purchasing books in all fields. We are interested in everything you put out; we have to find materials for all ages: the young, the old, and the in-between; for all levels of education: the scholars as well as the functionally illiterate and the dilettantes. We have to buy the ephemeral material as well as the lasting, and we do, in The New York Public Library, buy paperback books as well as hardcover books.

The big problem of the public librarian is to keep abreast of what's coming out. We have to cover all fields of knowledge, and it is a full-time job trying to be aware in advance, if possible, of what is coming out. We rely heavily on any kind of preliminary announcements and information you can give us on forthcoming books. The Publishers' Weekly announcement numbers are most helpful and Forthcoming Books is proving very useful.

How does a public librarian select from the mass of material that is published? Maybe intuition, certainly experience, plays a large part. I have grown up in The New York Public Library, where we have been fortunate in having examination copies. We have arrangements with a great many of you to send us, automatically, your new titles. Librarians feel that this is one of the best ways of knowing what a book is. We know we can buy from lists and catalogs, but somehow we don't feel comfortable about doing it. I think the fact that the book exhibits at conferences are so well used is indication of the great need to examine books. We do rely on the printed review and the excerpts from reviews that you put in your catalogs, but we also want to examine the materials ourselves and form our own opinions. Therefore, staff reviewing is quite widely practiced in the public library. It is a luxury, but we take the time to do it, and we feel that it is important. We do make use of your catalogs. It is one way that we have of checking to see whether we have missed anything that has been published.

There are a few publications of the NYPL which I think you might consider as part of your promotion efforts. Every year we publish certain lists which are widely used as buying guides throughout the country; among these are our _Books for the Teen Age_ and _Children's Books Suggested as Holiday Gifts_. In the adult area every year we publish a list called _Books To Remember_. All of these are used all over the country.

When a new edition is coming out, it is important that you let the libraries know how extensive the revisions really are. In the public library we try to keep basic collections in all fields of knowledge and it is very important to us to know when something has gone out of print. If federal funds are going to result in more books remaining in print, that is a great blessing to everyone. In public libraries, although we have federal money, too, we buy materials rather evenly throughout the year. Our book funds come on an annual basis, usually, and librarians plan on spreading the acquisition of materials throughout the year.

"_College and University Libraries_" - _Theodore Samore_,[4]
College and University Specialist, Library Services
Branch, United States Office of Education

We will have, we hope soon, $10 million for academic libraries. This will be quite a boost to college and university library book acquisitions. I would like to emphasize or support what has been said about the retrospective-current dichotomy of book selection. This is especially important for climbers; they are always trying to build up their collections. The ALA will publish sometime this year two of these standardized lists--one for senior colleges and one for junior colleges. The first will contain around 60,000 titles and the second will have around 20,000 titles. These will be the bibles for the types of academic libraries involved, just as 30 years ago the Shaw list (A List of Books for College Libraries) was. This means: Keep your titles in print as long as you can.

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[4] As of 1967: Lecturer, School of Library and Information Science, The University of Wisconsin--Milwaukee.

We have to be selective at college libraries. And, of course, the faculty has a primary role in doing this, along with the library staff. I was trying, therefore, to determine roughly the impact of these various promotional and marketing methods on the selection decision--from hearing about something to actually buying it. I suppose I would rank them something like this: book reviews, catalogs and direct mail (this applies, of course, only to current materials), then exhibits and meetings, public relations, and space advertising. The key thing is that the faculty, at least up to now, has a crucial role in the book selection process. Of course, ideally, the best thing is to have library staff and faculty work together.

DISCUSSION

In answer to an audience question concerning the availability of information about various projects, especially new ones funded by federal legislation:

Bomar: In North Carolina a copy of our Title II Guidelines is sent to anyone requesting the information. We do not make a blanket mailing. Title I projects appear in a state-maintained log. This is sent to USOE. It may be available there.

Dughi: In New Jersey it will be a long time before such information is available under Title III. The magnitude of the task could eat up all of our administrative money. For Titles I, II, and III, to a great extent, selection is left to the local districts. There is no way for us at the state level to know what materials are being requested.

Audience: I think it would be very regrettable if we closed this session without addressing some reassurance to public librarians if, by chance, we have left the impression that trade adult publishers are not very interested, very concerned, and very grateful for the support that our publishing lists have already received from the public libraries. It has been the experience of not only my publishing house but a number of others that in the last four or five years the difference between the success and failure of a number of books, nonfiction to start with, was largely determined by the perception, the background, the understanding, and, I might add, even the compassion of librarians who read reviews, check their sources, and make a book available to the general public when it is not being purchased by the booksellers. As far as our intellectual or editorial integrity is concerned, I would like to invite any librarian to our publishing house to help us with those terrible Wednesday morning sessions when we are trying to think up book ideas. The librarians are in touch with the public; they know what the hungers are. We would love to have such advice and counsel.

INEVITABILITY OF CHANGE

OPENING REMARKS

Harold W. McGraw, Jr.
Executive Vice President
McGraw-Hill Book Company

More and more today all publishers are being called on to show flexibility, and I feel particularly called upon to do so today. Recently, I've been moderating quite a few panels in which we have gently chided one another for not having shown a little more initiative in changes in distribution for the last 30 years, going back to that now-famous Cheney report. Today I'm changing hats and I have the opportunity to moderate this panel, "Inevitability of Change in Distribution of Books to Schools and Libraries." This is not only being flexible but, I hope, very encouraging.

We have before us a topic that I believe is not only an important one but a controversial one as well. During a brief informal session with our panelists, I was interested in the different emphasis several of us placed on the word "distribution" in the topic.

To me, it meant primarily selling methods, with more emphasis on impact and the relative motivational value of different methods.

To a jobber on the panel, the word had less to do with selling or motivating the purchase of specific titles than with means of supplying the books.

To one of the librarians, "distribution" had a strong connotation of who might process the books and supply them as immediately available for shelving.

Therefore, we start off with a bit of controversy--even as to the topic. All of these interpretations interrelate, however, and all go to make up distribution.

SOME CHANGING METHODS OF ACQUISITION IN EVIDENCE

Walter W. Curley,[1] Director
Suffolk Cooperative Library System
New York

The American Library Association for many years has recommended that larger units of service would be a good thing for the profession. New York State has taken some leadership in this area. There are 22 systems in New York set up to pool the strengths of the weak in order that all of the resources of member libraries can be used to cope with particular problems. I represent one of these systems.

The system structure in New York is about ten years old. The one I am with is a little under five years old. It covers about 900 square miles and offers a wide range of services to the 42 public libraries it represents. One of those services is centralized processing--ordering, cataloging, putting the book pockets and book cards on a book, and delivering it to the public library completely processed. We are financed by the state, and at the present time we have no local funds, although systems differ within the state in this respect.

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[1] As of 1967: Library Consultant, Arthur D. Little, Inc.

Now a word about what I see taking place not only in New York but elsewhere. I received a letter from Oak Park, Illinois, indicating that a system was being established there to serve a million people through 42 public libraries. This is the same size as the Suffolk system. I had the opportunity to visit Olympia, Washington, and found that there is a demonstration project there in which centralized processing is a major factor, a major service. The State of Michigan is sending a person to stay with us next week--a prelude perhaps to offering some similar service either on a statewide basis or in some fragmented fashion within the state. We had a visitor representing a southeastern Pennsylvania group of libraries, where a feasibility study is under way to determine whether a centralized processing system would be a good thing for that area. I point to these experiences only to indicate what is in the wind. Centralized processing is coming, and the initial objections are less strong than they used to be. I think that systems are certainly going to be a major factor for you to deal with in the months and years ahead.

Next a word about the Nelson study in the State of New York. Nelson Associates is a management consultant firm in New York City. It has done many surveys, but I refer to two in particular: a centralized processing concept for the entire state, and one for the City of New York. The results of these surveys were made known recently. In essence, the recommendations were something like this: 1) Since there are about 26,000 titles published in a year, the State of New York probably ought to catalog every one automatically, tying in with the Library of Congress; 2) in effect, a bibliographic center should be established, probably in Albany; 3) five, six, or seven processing centers should be established within the state to offer processing to the public libraries and to schools if it seems feasible; 4) three of these processing centers probably would be located in New York City, since about one-half of the books purchased in the state every year are purchased in that city; 5) one probably would be located on Long Island; 6) two or three would be upstate; and 7) these six or seven centers would be tied in with the bibliographic center in Albany, where the cataloging and card production would be handled, while the processing centers would merely order and process the books. At the present time most of the systems in the State of New York are already providing centralized processing in one way or another. This, in effect, is what the master plan is for the State of New York. Whether it will ever come to pass, I don't know; but I have a feeling that it will.

One of the great problems we face is quantity. We order somewhere between 20,000 and 25,000 volumes a month. That is a small amount compared to the huge orders placed by wholesalers; but it is large in the system area, and it might get larger. One of the things this leads to is the divorcing of book selection from ordering, and this is an area that has caused us, and I think is causing a lot of systems, a considerable amount of difficulty. It is causing salesmen difficulty as well. For example, we prefer to work with jobbers. We are getting a fair number of salesmen coming in who have served our area well for five, ten, or fifteen years. They are reimbursed on the basis of the orders they bring back to the firm. What happens is that the salesman comes and has a discussion with one of our member librarians. After the discussion the librarian decides to buy certain books. The order is filled out and sent to me. I then send the order to one of the jobbers with whom we are dealing. Then I have salesmen looking at me with tears in their eyes, explaining that we are taking the bread right out of their mouths. I know that with the lack of reimbursement they are going to give you less effort in promoting your books. It would be a good thing for us--probably not for you, but for us--if you put your salesmen on salary and had them serve more as public relations people than as order-takers. The trend, as I see it, is away from direct selling, except for encyclopedias or staple items that cannot be obtained through a jobber.

There is every reason to believe that some of the systems can do the work for both schools and public libraries. We are ordering and processing for about 30 or 40 schools and probably will be adding in the area of 75 more in the not-too-distant future. There seems to be no major problem here. Whether you are a school librarian or a public librarian, you select the books that you want, you send the order to a central agency, the central agency either combines or not, but in one manner or another sends the order to the vendors it chooses to do business with. The vendors ship the books to the central agency, which breaks them down and ships them to the member libraries, with a book pocket, a book card, a label on the spine of the book, probably a plastic cover on most of the books, and a set or two of catalog cards. If everything is working well, most of the libraries will receive their books in a month or five weeks, ready to go right on the shelf.

There is a tendency to tie centralized processing in with lists. There are some pluses in this. It certainly is easier for the system to work with a list, and it certainly is easier for the jobber or the publisher to work with a list. If you are a commercial firm, it is easier to offer a limited number of titles--the so-called hard items. But a large percentage of the library users tend to become disenfranchised because there isn't anything in the library for them that ties in specifically with their needs. It is only recently that we have become concerned with the person who has difficulty reading. In most libraries, the smaller ones at least, there isn't very much for the person who has an interest in technical material or some specialized material. Through the use of lists there is developing, in effect, a cookie cutter concept in which a great many libraries throughout the country will resemble one another. They are using the same lists and they are using the same reviewing sources.

There is more money available and it is becoming difficult, in some cases, even to spend it. The load is on the processing centers, and it is growing. We in Suffolk, and most of the other systems, find that there are thousands and thousands of requests for materials that are just not available because they are a little bit unusual. I think that systems and the commercial firms have a responsibility to see that this material is a little more accessible.

Most of you, when you think in terms of public libraries or schools, think in terms of large organizations in such places as New York City or Detroit or Cleveland or Buffalo.

You seldom think in terms of one of these county operations with 42 or 50 relatively weak libraries. But are you acquainted with the extent of their book-holding and ordering volume? In many cases we are talking about book budgets of $1 million, $800,000, or $700,000; and these areas are asking why they can't have technical materials like those that Detroit has in its technical centers, why they can't have all sorts of specialized materials, why they have to depend on New York City or Philadelphia or other places. The answer is that they don't have to, at least not to the extent that they do now. Pooling strengths and weaknesses, they can come up with strength. In a county that has a million people and has $700,000 for a book budget, the librarians ought to be able to spend money for much of the unusual material.

I don't see the school situation as different so far as ordering and processing are concerned. In short, I see even less effective selling taking place as you go along in the hinterlands where the salesman used to make a very real contribution. What is this going to lead to? I think, for example, that all of us are going to find ourselves faced with a need for simplification of ordering techniques. Because of systems you will probably--I hope you will--get orders made out in better condition. I hope the business relationships will be clearer than they were with 30, 40, 50, or 60 individual libraries. Conversely, there are going to be demands made on you for better billing and simplified business arrangements. For example, we used to get shipments from publishers which would sit on our shelves for three or four weeks until the bill arrived. This method is no good. The bill should arrive about the time the books arrive or even before. One of the problems in dealing with lots of individual publishers is that they all do business in slightly different ways, and it is very difficult to get trained people in these centralized centers who can cope with a variety of different techniques. I wonder, too, if a great many of these centers aren't going to be thinking in terms of tying in with data processing from their agency to the jobbers and the publishers--whether it be paper tape through teletype or longline. Ease of handling, cutting a couple of days off the mail time--all of this is important. Speed is essential.

What about the problem that you are facing in getting the books before the person making the selection? I honestly don't think you are selling much through brochures and through the mail. How are you going to get to the person who is actually making the selection? Review copies? Well, you are doing that now. Maybe you can set up review-copy arrangements with these system centers and they will have on-going book selection programs. Some of this is taking place under Titles II and III, and it is a healthy sign. It might even be feasible for publishers to set up a center in a place like Rhode Island or Boston--one of the places where there is a large concentration of people and libraries--and put their wares in and have salesmen drop in. It could be, in effect, a jointly sponsored book exhibit program. I think that a great many of the books purchased in this country are purchased from reviews and published lists, and I think that you have got to do more public relations work and provide better reviewing lists--particularly in the area of technology and science. The hot things are reviewed everywhere, but try to find a list that a librarian puts out in one of these systems that has anything in the 600's or the 700's or the 500's.[2] The librarians have strength generally in the area of the 800's and the 300's.[3] In the future I certainly hope we are going to get better reviewing techniques.

FIVE ASPECTS OF DISTRIBUTION

"Direct Selling"- Theodore Waller, President, Grolier Educational Corporation

I greatly admire the work that Walter Curley has been doing. While I do not wholly agree with him, the area he is discussing is undoubtedly a major wave of the future. For the moment, however, we not only want our men to pay the closest attention to Walter and the directors of the other 21 regional library systems and their staffs, but we also want them to pay close attention to the directors of the individual member libraries who are making the book selection decisions. There is, of course, a great difference between book processing and book selection, and somehow we need to find means of reaching our market directly--through a salesman or otherwise.

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[2] Dewey classifications for technology, fine arts and recreation, and science.

[3] Dewey classifications for literature and social science.

The present situation has two countertrends. On the one hand, there is the development of centralized purchasing and/or processing in general library procedures--a major phenomenon in the public and school library field. At the same time, however, there is the greatly increased federal and local financial support that expands the market and thus makes it easier to maintain a field selling organization. The problem, as I see it, is how to reconcile these two countertrends, utilizing a little business statesmanship. There remains, in my view, a very great opportunity for direct field selling.

We have now come upon a time when it is necessary to think of trade books and many of the products of the so-called trade publisher as educational materials. By that I mean books and materials (including materials of instruction other than textbooks) that go into the school libraries and the classrooms and fundamentally have an educational purpose. With respect to these educational materials, the publisher needs to take the fullest advantage of new processing techniques, new kinds of mail order techniques, and conventional jobbers as well as direct sales people. At the moment, it seems clear that the direct sales organization will strongly advocate the individual publisher's line--not an unworthy or un-American thing to do. It will promote the individual publisher's line competitively, but within the context of responsible, professional book selection. Book selection is getting more and more professional, but there is ample competitive opportunity. To take the fullest advantage of that opportunity, you need a direct sales person. Further, the direct selling organization will be able to press the competitive advantage of books and book-centered packages as opposed to other media. More and more, the sales person, as Mr. Curley suggested, will perform a service function and help to keep management and editors tuned in on what's happening in the field. In addition, he often plays an invaluable role in aiding school and library personnel in methods of utilization of educational materials.

With the increasing federal support for education, all of us who have direct sales people need to consider how we can reorient existing sales organizations so that they are adding a substantial increment of new business, as opposed to the very expensive underwriting of order-takers who are out in the field waiting for windfalls and writing business which would have come in whether they were there or not.

The change in the educational market over the last ten years has, of course, been most striking. Ten years ago, in the school field, we very largely sold superintendents. Now we are selling school librarians, principals, and working in depth with curriculum committees and directors of instruction. We are dealing with large consolidated school systems as opposed to small rural schools that typified the market ten years ago. The selling situation is infinitely more complex. The sales organization, therefore, has to be sensitive to these changing patterns. The salesman has to be prepared to render service flexibly by showing the books, by knowing professional standards, by being familiar with federal and state programs, and by acting as a catalyst in the overall professional situation. The salesman must be less a vendor and more a part of the professional community. He may be a former school administrator or teacher, as well as a professional book man. He is not a consultant, although in the sense that he exists only to consult. He is not a nonprofit service. He is out there to sell--to close orders--but in order to do this effectively, he must have a most professional perspective.

The salesman in various organizations may be paid from 10 to 35 per cent commission; he may be on a straight commission or on a salary plus incentive plus expenses; he may be supervised nationally or regionally; he may be trained on the job or in a class situation in the home office. He needs to be supported by exhibits, by direct mail promotion, by advertising, and by very sensitively conceived public relations programs.

We are living in a situation which is going to be changing explosively. There will be new kinds of jobbing techniques and new applications of centralized processing, more electronic intervention in the educational field, avant-garde media, educational hardware successfully competing with books in many situations, nonbook materials from new sources, competition from the diversified industrial goliaths, facsimile transmission, and video-tape recording. In this atmosphere of innovation the book publisher has several unique assets, among which are familiarity with and involvement in his market. The good salesman produces a kind of market liaison that cannot be achieved through the use of nonselling consultants, nor by sitting in New York, Chicago, or Boston and management surveying the world. That then, very briefly, is the case for direct selling.

"Wholesaling" - Carl B. Hansen,[4] National Sales and Promotion Manager, The Baker & Taylor Company

James Russell Lowell, in speaking of the inevitable, instructed us, "There is no good in arguing with the inevitable. The only argument available with an east wind is to put on your overcoat." With the east, west, north and south winds blowing on us today as a result of the federal educational legislation, wholesalers have done a lot more than put on their overcoats.

Chiefly, our efforts have centered around the beefing up of our inventories. The collecting of our receivables is way beyond the 60-day cycle. It is closer to 120 days. This will have an effect on both sides of the publishing-wholesaling fence. Many wholesalers have gone to great lengths to familiarize themselves with each individual state's guidelines--their requirements and their modes of purchase. Several have individually attempted to educate or at least to inform purchasing agents that books, as proprietary articles, differ from any other commodity they buy for their library or school system in that the supply of so many thousands of different items requires responsible service, which is not always synonymous with the lowest possible prices conceived by the standard-bid system. This service is varied but begins with the maintenance of an inventory. This is the most vital and most expensive element with which the wholesaler deals. Without it there can be no adequate service rendered. It is in this general area that we are running a little bit scared at the moment, because if you publishers, in your inventories, do not anticipate the great influx of business which is already upon us, we are all going to have to reach for our overcoats--and darn fast.

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[4] As of 1967: Sales Manager, Columbia University Press.

Additional services include prompt order fulfillment (as much as 80 per cent from stock), back ordering of shorts, reports on shorts, billing and shipping to each account's specific requirements. Other services include the distribution of catalogs and book lists to aid in book selection, and complete book cataloging and processing. In anticipation of orders resulting from federal legislation, several wholesalers who did not previously do so are now supplying this processing service. Book inspection or examination centers also aid in book selection. In addition to in-plant inspection centers, two new (independent from plant) centers have been opened in population centers during the last year. Huntting opened one in Miami, and Baker & Taylor one in Houston. Results to date have been most satisfactory.

Complete data processing is inevitable. Wholesalers not presently on an electronic data-processing program, at least as such programs apply to order processing and inventory control, will soon find they will have to be. Extending this a bit further, it is only a question of time, and a very short time, before industry-wide applications employing data-communication techniques in computer-to-computer systems will be used for the transmission of orders and the return of billing and reporting information between the wholesaler and his customers, as well as between the publisher and the wholesaler.

With the opening of The Baker & Taylor Company's Reno warehouse, another inevitability has been realized: a truly coast-to-coast, fully inventoried book wholesaling and warehousing system, enabling any account to be no more than 1000 miles or 24 to 48 hours away from 90,000 different titles--1.5 million books--representing the prime portions of each of your lists. In the case of your major market areas, where 75 to 85 per cent of your books are sold--that is, San Francisco, Los Angeles, Chicago, Dallas, Atlanta, and the East Coast megalopolis--the distance and the time of delivery are far less. It is inevitable that more and more of your lists in greater quantities than ever before will be passing through these plants

As of September 15, 1966, The Baker & Taylor Company will have in operation its Somerville, New Jersey, plant, which will be completely devoted to the processing and fulfillment of school library orders, including complete book processing on books for grades K-8. In addition, The Baker & Taylor Company has acquired the Interstate Company of Oklahoma, which will be operated as another branch of Baker & Taylor. It too will have 90,000 different titles and 1.5 million books. I think we have anticipated, at least to a degree, the inevitability of change in book distribution.

"Service Considerations" - The Reverend Alvin Illig, Executive Manager, Paulist Press

The emphasis in my remarks will fall primarily on the elementary school library and its nonprofessional help. Here is where most of Title II and much of Title I and Title III funds will go in the next few years. And here, in the elementary school library field, are the biggest problems and the biggest opportunities. Many professional librarians seem to take adequate professional help for granted. Adequate professional help just does not exist in the vast majority of individual elementary schools. Within a very short time almost 100,000 elementary schools will be entitled to purchase 2[illegible] million books for their libraries.

About 70,000 of these schools have no central libraries at all and no professional help at all, either to establish or to administer these brand new collections. Presently there is a shortage of 80,000 school librarians. It will be a mess this fall.

I would like to share with you six service considerations that we feel are important at the present time in trying to help elementary school libraries which have no professional help. First, the catalogs you mail to the elementary school must be designed so that the nonprofessional, the volunteer librarian, can buy with some sense of purpose or direction. Remember, a library is not just a bunch of books. It is a carefully honed tool of education especially designed to serve a specific segment of the total reading public. Your catalogs must reflect a sympathy for the profession but be designed for the person who has never attended a professional course in library science. Your lists, if they are at all extensive, are presented in the four commonly accepted ways: by category, alphabetically by author, alphabetically by title, and by grade level. In addition to the four basic breakdowns, in our catalog we set up a first purchase list of some 630 basic titles, a second purchase list of 550 titles, a third purchase list of 600 titles, and a fourth purchase list of 1000 titles. Each purchase list is fairly balanced in order to cover all the major-interest areas of the normal elementary school child and all reading levels K-8. With this list, which represents 175 different publishers, the schools can systematically build a balanced library collection on a limited budget over a number of years. With lists like this they can lay out a five-year program and systematically build this library with limited budgets. The average school, through the Elementary and Secondary Education Act, on the elementary level, will receive a little less than 100 books. This is not a lot of books for a balanced library. It will take years to develop these libraries. Over 200,000 of our catalogs have been distributed in the past eight months. In them we tell all: Dewey decimal classification, author, title, publisher, grade level, date published, illustrator, processed delivery price, recommending agencies; and we include a 35- to 50-word annotation. Catalogs such as these may someday eliminate the necessity for the traditional card catalog file in the elementary school and, possibly, in the high school. A library, for instance, that has most of the books in our catalog could give every student in the school, for about 35 cents apiece, his own personal card catalog bound in book form, with all the information to select the proper books.

The second service consideration is the need for more personal help for the nonprofessional volunteer on the elementary school level. Your sales representatives must have a basic knowledge of library science to be a practical help to the nonprofessional, who, for the most part, will be running all of our elementary school libraries for almost the next decade. The reason for and the use of the Dewey decimal system must be explained to these volunteers by your representatives. The filing of reference cards and the use of shelf-list cards and the card catalog must be explained. The basic mechanics of checking a book in and checking it out, the method of controlling a collection, and the concept of a centralized library must be explained. The very words "Dewey decimal classification" send most people into a cold sweat. The system has to be explained because it is the heart of the control of this whole unique educational program. Remember, 70,000 elementary schools without a tradition of centralized libraries are going to begin libraries this fall. They will need help from every sound source to which they can turn.

A third service consideration is a simplified training program of workshops in basic library mechanics conducted for volunteers on a school district basis. Paulist Press is presently offering all Catholic superintendents of education in America a free two-day workshop to train two nuns and four lay volunteers from every school in the superintendent's district. We will supply complete kits of written explanation and a sample of library materials for everyone attending the workshops. If the superintendent desires it, we will train one of the professional librarians in his district to conduct these workshops by bringing him to special orientation programs in our Glen Rock plant, at our own expense. Or, if the local superintendent prefers, we will fly a member of our professional staff out to him to run the program, at no expense to him.

Fourth service consideration: To help volunteers who will be working with a very limited budget and who are worried about expenditures, we publish, in our catalogs, a firm price that is all-inclusive. The price incorporates the discount on the book, the processing charge, and the delivery charge. The librarian knows exactly--to the penny--what it will cost to place the processed book on her desk. The price is assured for one full year, from October 1 to September 30, so I would ask you publishers to be kind to us, please.

Fifth service consideration: For Catholic institutions we offer a complete fund-raising program with letters, envelopes, and donor plaques to help these schools raise supplementary funds for their school libraries.

Sixth service consideration: The first five service considerations are directed to the professional and nonprofessional primary librarians. This last service consideration is directed to our many good friends in the publishing industry. Centralized library processing on a commercial basis is a new industry, really less than ten years old, and it is going to directly affect your future in the library field. Since we are very interested in the development of good libraries and good reading habits, we are interested in helping you. Come be our guest at any time to see how books, in volume, are processed for library use. We are presently installing an elaborate mechanical processing system which, when fully operational, will enable us to process completely 25,000 books a day.

"Processing" - Arthur Brody, President, Bro-Dart Industries

We, at Bro-Dart, play a rather unique role in that although we are highly specialized when it comes to marketing--more than 95 per cent of our sales comes from libraries--we are very diverse as a resource. We manufacture library supplies, furniture, equipment, systems. We distribute books, we catalog and process books, we do printing and binding, and we render computer service to libraries. We are also involved in publishing, in that our Bro-Dart Foundation published The Elementary School Library Collection edited by Professor Mary V. Gaver, with other professional tools to come. We market our supplies and equipment and other services in combination with books or separately to libraries, to cooperative cataloging and processing centers, to other book distributors, or even to publishers.

It is the role of a wholly library-oriented organization such as Bro-Dart to provide all or any part of a library's requirements. As book jobbers distributing the books of all publishers, organizations such as ours offer libraries (a) considerable savings in ordering, handling, and other book acquisition costs (which all too often tax not only clerical but professional personnel) and (b) the added economy and efficiency of the same source for uniform cataloging and processing to each library's specifications. These savings in library budgets mean that more money can be made available for the purchase of books.

Many publishers have now decided to enter the cataloging and processing field on a limited basis, thus competing, in part, with one of the areas of special services we offer the library. Where the greatest advantage to both publishing source and the library ultimately lies must be left for a later judgment of decisions now being made in this area. The jobber/processor can contribute most by ensuring that the library has an opportunity to acquire its books as simply, as efficiently, and as effectively processed as required--thereby assuring the maximum expenditure of dollars for books for the benefit of library and publisher alike.

This conference is one of the best ideas in a long time. I suggest it be made an annual conference; and I also suggest that if it is held again, it include a larger number of business officials and business managers from the libraries and schools. It might also include a greater number of finance, credit, and order-fulfillment men from publishing houses.

"Paperback Distribution" - John P. R. Budlong, President, The New American Library, Inc.

Twenty years ago people wouldn't be talking about paperbacks in a session like this, but now we are all faced with a new product which is attractive to a very large and important audience of American educators. As publishers, we have the problem of the needs of our customers. The educators have the problem of the demands for this product which is suddenly in the forefront.

What is the magnitude of the question we're discussing, as far as distribution is concerned? I'll bring up to date a statement made some time ago by Vivienne Anderson of the New York State Department of Education when she said that of the some 37,000 paperback titles in print, about 5000 today are suitable for school use, and that number is being added to at the rate of about 50 titles a month. Therefore, if we leave purely recreational reading material aside, the title inventory we are talking about really isn't so awesome and can be handled by virtually any supplier who is interested.

The next order of business is to define some terms. I'm going to speak as a publisher of mass-market paperback books.

My first definition is that of a jobber and, with apologies to Carl Hansen, the jobber in my frame of reference is an organization handling paperbacks but handling them very much in the way that Carl does on a regional or national scale--selling, among other customers, to schools and libraries. Examples would be A & A in Boston, Magna in New York, and Educational Reading Service.

The next term is wholesaler, and by wholesaler I mean very specifically and technically an independent agency around the United States usually franchised to supply retailers in a territory with magazines, and which also distributes mass-produced paperback books in the same territory to retail outlets.

Finally, I'll define paperback as the mass-market paperback.

The reason for this is that I feel the trade, or higher-priced, paperback takes on in distribution more of the coloration or characteristics of a hardcover book.

In discussing paperback distribution, I'm going to limit myself very sharply to the school market because the public library market is so variegated and has such peculiar local needs. The college library problem is not so great as to paperbacks because the "college" is a community of paperback buying and the student very often buys his own books. So we will stay with the secondary school.

If one views it from the standpoint of units, the secondary school is something to consider. At the end of 1964 it was estimated that there were 40 million paperbacks in the schools, and the student, I believe, can read only one book at a time. So this market is greater than its dollar volume of sale would imply.

Also, I should prefer not to think about the school library as such, but about the school market as a whole. The paperback book wasn't designed for school libraries, and it's entirely possible that we shouldn't think of the school library in connection with the problem of distribution. Many students are required, at one time or another, to buy paperbacks--in fact, a recent survey shows it to be 75 per cent of all high school and parochial school students.

Channels of Distribution

There are 635 independent wholesalers in the United States and Canada supplying retailers and schools. At least 100 of these have specialized school programs; that is, they send out regular mailings to educators or they have showrooms and exhibits of appropriate titles. Fifty out of the total operate book trailers and conduct periodic book fairs in the territories they cover. Some aggressive ones are even in touch with local school administrators, school boards, curriculum people, and actually talk about paperback books that might be considered for adoption.

The next general category is the jobber. Approximately 30, or about one-half of them, supply and concentrate on the school market. These jobbers have no geographical boundaries. Their distribution, therefore, overlaps with and sometimes competes with that of the independent dealer but helps remedy supply situations in case of weak or nonexistent wholesale facilities.

The book club is an organization such as Scholastic or Weekly Reader Children's Book Club, which approaches the individual school. Book clubs have a pipeline right through to the customer or student himself--either catering to his needs or the needs of the entire class. Such organizations have come up with some rather ingenious and advanced thinking in the putting together of paperback packages. They try to cater to those teachers and students for whom a prepackaged and processed unit is a valuable tool.

The local retail store is a very important channel of distribution. Sometimes it's even a store within the school itself. It is very difficult to estimate the size of this market. School stores are sometimes inhibited by concern that the school itself has for the local retail merchant. Still, the school store is a very important channel. The local retailer, however, is paying increasing attention to the needs of the student. He recognizes the importance of this segment of his market not only in terms of an increased inventory but even by back-to-school promotions in which paperback books take a part.

Finally, there is direct business. The paperback book publisher doesn't really encourage direct business. It's too expensive to handle. I think our position as publishers ought to be that we should make it possible for schools and libraries to do business with us directly where they find it impossible or impracticable to get their supplies anywhere else. But it is not something which we, in general, seek.

Now to evaluate, very quickly, each of these. I'd say that the book clubs do have a rather interesting future. They may be something of a breakthrough in terms of packaging and processing devices. I'd say, again, that publishers must accommodate direct business if it develops, but they will not, in general, seek it. Therefore, I'm not primarily concerned with that problem of distribution.

As far as the jobber is concerned, he is a specialist. He will have to have a larger and larger title inventory. The trouble here is that he is remote from the scene and it's difficult for him to anticipate local needs. He lives on service and that is his stock-in-trade. I finally conclude, and am an enthusiast for our time, that the combination of the local wholesaler--the independent agency--and the retailer is the best channel of distribution for the paperback book to the school market. I think it's best now for the following reasons: Books can best be appreciated, bought, and made attractive by being seen and felt--being on the premises, so to speak, or at close hand. There is a great difference in the nature of distribution of paperbound books as compared with hardcover books because of the element of student purchase. Though the schools are purchasing more and more copies direct, a large portion of students are expected to buy part of their books through some channel other than the school itself, and this means, again, the local retailer and the wholesaler. This ties in absolutely with the saturation principle which is at the heart of mass-market publishing. The national distributors are beginning to develop educational departments whose mission is to go out to the wholesalers and try to educate those who have not yet done any school business to the merits and attractions of this market and to develop better techniques and refine the efficiency of those wholesalers who are already in the business. Among the best school suppliers are some of the large independent wholesalers.

Wholesalers themselves are becoming increasingly aware of the importance of their function--"total distribution." I think that the schools should work with the supplier. They should give him the same sort of information the college bookstore expects, and goes after, with respect to curriculum development and the choices of faculty for adoption books or even supplementary reading. Any requests for exhibits, likewise, can be sent to local wholesalers, and if there are complaints about the nonavailability of books, the wholesaler will be interested; if he isn't, the publisher is. Perhaps it's possible that schools could pool their area of interest in paperbacks and thereby make it profitable and attractive for the wholesaler or a combination of wholesaler and retailer to handle the business more efficiently. Some publishers offer Telex communications to any wholesaler who wishes to take advantage of the service.

I'd like to close by saying that I think the most effective use of paperbacks occurs when there is no discernible line between the textbook--the paperback which is used for text purposes--and the book which is used for recreation. If the paperback revolution is really that, it offers enormous opportunities to schools because, at its best, it doesn't separate work from play and, therefore, has a very significant part to play in the forming of a Great Society.

RESPONSES FROM THE SCHOOL AND LIBRARY AREAS

"School Libraries" - J. Fyle Edberg, Director of Library Services, Norwalk Community College

The talk of paperback books for high schools sometimes saddens me because I don't think the paperback people themselves realize the vital role they are playing in high schools. We had some difficulty convincing people that paperbacks were important in high schools, but we have won the day. Now let's have the paperback people also realize that they are "in," not "out."

In our high school we couldn't afford room for a bookstore; we couldn't afford personnel; and we couldn't afford to have teachers running in every other day and saying they wanted thirty copies of this or two copies of that or five copies of something else. So we set up two dates during the year for a book fair--one in the spring and one in the fall. We told everybody concerned that we were having 500 or 600 titles. This way the jobber who furnished the books was able to fill all the orders in April and in October.

We keep a permanent library collection of around 1000 paperbacks in our school library. In this particular high school library of approximately 15,000 volumes--a growing library, only four years old--1000 paperback books is in pretty good proportion to the rest of the book collection. We have a supplier in Connecticut who gives us wonderful service and, therefore, makes us librarians very happy to deal in paperback books.

I would think it a very sad day if we did not have publishers' salesmen coming into our school system. I find they are very enlightening and very educating. A good salesman is always excited about what he has that is new, and many, many times it is just the thing that we have been waiting for. When a salesman calls on me and takes the trouble to go through his wares and explain what they are, he is going to get some business from me and he is going to get some business from all of the people that I contact, because I think both he and his company are deserving of it. Now that does not eliminate the jobber. The jobbers get a good percentage--at least 50 per cent--of the business.

As for catalogs, we do use them. However, they could be a little more complete. We work with many people who are not familiar with the Dewey decimal system. Connecticut wants a Dewey number for every book. Therefore, just put a little more information into your catalog and include that number, please. If we are selecting books, we mark these catalogs and send them to another person. In a particular city we were having the problem of not enough professional people in the elementary and junior high schools. We would mark the catalogs and send them over to the principal of the school, and he would then work from that list. Here again, your catalogs are being used and you are getting our business because the books are selected from your company. We tear catalogs apart, especially where they are broken down into different classifications. Then we put the various catalogs together by classification. Very often, of course, we find a company is much better in one field than in another, and it becomes the major supplier of that particular type of book. We have to order many things blindly because we have to order them right away. But when we order from a reliable publisher, we do not have to worry too much, because you people have done quite a job of publishing a book. You are not going to publish a bad book deliberately.

"Public Libraries" - Avis Zebker, Coordinator, Book Order Department, Brooklyn Public Library

There is a need for coordination and cooperation between the librarian and the publisher. If the publisher knows what a library's buying habits are, and if the librarian knows what the publisher's problems are, then we will all be able to do a much better job. Many plans have gone askew because you were not aware that librarians frown upon certain practices that you follow innocently, and we do certain things that you don't understand. Therefore, one of the most important considerations for us is cooperation and communication in every area. One way to accomplish this is through direct salesmen who call on libraries. We gain a great deal from having them visit us. They can't sell us a nickel's worth; however, we do work closely with them. Together we set up arrangements for getting "on approval" books; we go into the Greenaway Plan; we talk about our mutual problems. Librarians show the salesmen around and they see what we are trying to do and they understand what our function is. This is all very helpful.

There are two tools that we could use more advantageously. One is the Literary Market Place. It could be used to greater advantage by the librarian if it listed the customer relations person--someone at the publishing house whom we could call or to whom we could write. This would be very helpful. The librarians, on the other hand, could be more helpful in the American Library Directory. I don't think it is broken down enough in terms of giving the names of people who do specific work. For instance, the person responsible for the over-all book selection or the order librarian could be named.

Over the years the children's librarians and the juvenile editors have worked together very closely. In the adult field we haven't done so well, and I would like to see more exchange of ideas between the editorial people in the publishing firms and those librarians who are responsible for book selection. This can be done by discussions, by programs at ALA, or by calls made on the libraries.

Another area where there is a problem is the reporting of nonavailable or out-of-print materials. I would like to suggest that somewhere along the line we have a supplementary service attached to Books in Print. I feel very certain that librarians would be glad to pay for a service that would list monthly the books that have gone out of print or perhaps the books that are out of stock indefinitely. I realize that the expenses incurred by publishing companies are a part of the cost of books. We as librarians are responsible for some of those expenses because of the way we place our orders--because of the poor way they get typed and the mistakes that are made and the searching that has to be done. However, we would not keep repeating these mistakes if we had an up-to-date way of checking on out-of-print materials.

The Resources and Technical Services Division of the American Library Association and the American Book Publishers Council are in the process of setting up a liaison committee. It will be engaged in examining the mutual problems that arise between librarians and publishers. In the field of acquisitions there are many things that we need to talk about--billing, the Greenaway plans, the "on approval" service. We want new books to come in automatically, but let's all do it the same way. Some plans bill at the beginning of the year, some bill at the end of the year, some bill every six months; it drives you crazy trying to find out when you are going to pay this bill or when you are going to pay that bill.

Librarians can do a lot for publishers, and publishers can do a lot for us. We can direct your services to the right people in the library; we can keep you informed of books that should be published. The coordinated acquisition program, the coordinated cataloging program, the coordinated processing program, are all here. We might as well make up our minds that we have to cooperate; then, I am sure, our problems will be lessened.

DISCUSSION

Audience: Are curriculum centers, under Title III, going to be stocked with books that have been paid for or supplied free-of-charge by publishers?

Audience: I don't claim to be an expert, but we are getting orders marked Title III. To the best of my knowledge, Pennsylvania is setting up three centers --in Harrisburg, Pittsburgh, and Philadelphia--and they are selecting and purchasing books. I don't think they expect the publishers to contribute them.

Audience: Is there some educational process for acquainting the local library system with the necessity for modifying its ordering system so that undue hardship is not worked or inflicted on the wholesalers?

Zebker: I think the solution is communication. Some libraries are, by law, required to have a definite number of copies of an invoice. Each system is a little different, but some coordination should be possible. If a group of librarians could get together with a group of wholesalers to find out what your problems are, and librarians could set forth some of the reasons why they do things as they do, we might come up with a mutual plan that would be easier. I think we should form a committee of some kind, or maybe this ABPC/ALA liaison committee could include representatives of wholesalers.

Daniel Melcher, President, R. R. Bowker Company: In many states there are actually specific exceptions for buying books, which relieve libraries and schools of the necessity of these very cumbersome buying regulations that seem to have been set up for buying coal and fuel oil and things like that. But there is still an enormous number of libraries that don't know that. Since I now have a list of states in which I know there is no state requirement for this red tape, and since in those states there are still a great many schools that think there is, we do have quite an educational job to do. I think that individual publishers could take quite a long stride in the right direction if each would try to price services so that the buyer is always aware of what he is paying for. It is very interesting to observe the number of people who will find it is not necessary if they find that there is an extra dollar on the bill for red tape.

WE MUST COOPERATE IN PRODUCING QUALITY MATERIALS FOR EVERY CHILD

Bernard E. Donovan, Superintendent
New York City Public Schools

Public education is becoming the number one issue in the country. Vietnam is contending, but you can't fight a war elsewhere and not fight a war against ignorance at home.

Publishers have a stake in this struggle. As American citizens in this democracy, we all have a responsibility to give attention to education, human relations, integration, contributions of minority groups.

In the schools we do have some problems with which you can help. I am talking about books, books in the large sense --any kind of visual material a child or teacher can use. Whatever you publish that is good for children is an asset. You don't have to look to the dictates of the New York City system. If you have good books, they are good whether the schools think they are or not. If they are good, they do pertain to our curricula. Publish good books, and they will be part of our educational process.

We have a different student population today, a population that deserves the right to be brought up to the level of the previous generation. We have thousands of children, particularly in the northern cities, who need special types of literature in order to overcome a cultural lag. The percentage of Negro students in enrollments in southern cities is now lower than in the North. The population has shifted. In the South the pupil population is now 15 to 20 per cent Negro, while in northern cities it has risen to 50 to 57 per cent Negro. The problem of the underprivileged and minority groups has shifted to the North. When you produce books, remember that for many of the children formal English is a third language. A child from the South speaking English talks to the people on the streets of New York in a second language, but books contain a third language.

We welcome the minority-group problem in New York City because we welcome children. Given a generation, we will pick them up, and integration will not be a problem.

If New York City produces a curriculum, it is not the one for Boston or Philadelphia or Baltimore. The theory of American education is that each local educational body takes care of its own children as it sees fit. There is no reason why you should turn out books to fit the New York City curriculum. There is no obligation upon the publisher to publish for a particular city.

During the past few years we have had a fine liaison between publishers and the Board of Education. We have made great strides. New York City is more than pleased with the efforts of publishers to produce materials that are good. Every single child in the City of New York is educable, every single child is teachable. The problem is to adapt methods and materials to each one of these children to bring them up to where they ought to be. Whatever you produce is educational. It can't escape being educational.

Today we are not concerned with just grades 1-12. Today we have Head Start and Second Chance, and the retarded 17- to 21-year-olds are kept in school to train for jobs. Education is becoming such a broad concept that all books are part of the education process. What publishers do is extremely important. I hope that I have conveyed to you the idea that we don't want you to pattern after us. Schoolmen don't know everything. If there is anything that I as superintendent can do to cooperate in any way--methods of distribution or anything else--I will be delighted. If publishers have anything on which they would like our advice, we will be glad to give it. It is important that everybody know what is going on, have a feeling for the problem, and be willing to help. The schools have the children from nine to three, during which time they can work hard, but that is not the totality of education. After that, the schools have no control. What the children choose to read is important to them, and we want to cooperate with you.

DISCUSSION

Question: You said that any books of value, of significance, of quality, should be valuable to New York City schools, regardless of standards set by curriculum. How does one deal with those who say that "materials must conform to our standards"?

Donovan: The Board of Education of New York City, by law, is designated to determine what shall and shall not be bought. In the last two or three years there has been a change of climate. We have a new policy, which states that books shall portray urban society and minority groups. The minority must be able to see that it plays some part in the development of the country. There must be a balanced portrayal.

Question: Have you, indeed, a generation to bring all children up to one level?

Donovan: I am talking about a desire, not a guarantee. But we cannot drag our heels, for two reasons: We have a responsibility to every child as an American citizen, and integration is almost impossible until these children are brought to an economic and educational level that makes it possible. If you say several generations, it will take several. We would never do it. Therefore, I said one.

CLOSING REMARKS

Raymond C. Harwood, President
American Book Publishers Council
1964-1966

The discussions of the meeting have now come to a close; however, the subject will occupy your attention for many years ahead.

If publishers leave with a good conception of the problems and opportunities immediately ahead, some notion of what must be done, and if librarians and educators leave with the conviction that publishers are eager to help them face their greatly enlarged responsibilities, our purposes will have been fulfilled. Already we have heard nice comments to the effect that this has been one of the most significant conferences ever sponsored by the American Book Publishers Council.

Once again our gratitude goes to the School and Library Promotion and Marketing Committee and the members of the staff who contributed to this conference, and most especially to a responsive, appreciative audience.